DOCUMENT RESUME

ED 267 259 CE 043 826

AUTHOR	Jarrett, Pat
TITLE	Community-Based Vocational Training Project. Final Report and Program Manual.
INSTITUTION	Jefferson County Public Schools, Louisville, Ky.
SPONS AGENCY	Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE	May 85
NOTE	113p.
PUB TYPE	Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Data Collection; *Disabilities; Job Analysis; Mental Retardation; Multiple Disabilities; On the Job Training; Physical Disabilities; *Program Development; Program Implementation; Questionnaires; Records (Forms); Secondary Education; Surveys; *Vocational Education; *Work Experience Programs
IDENTIFIERS	*Community Based Vocational Education

ABSTRACT

This manual describes a project (a joint, cooperative venture among local businesses, Roberta B. Tully School--Louisville, Kentucky--and the Kentucky State Office of Vocational Education) that outlines the process for beginning a community-based vocational education program for mentally, physically, and multiply handicapped students. Section I provides an overview of the project, which emphasizes systematic on-the-job training for this population. A flowchart of activities is presented, and the roles of project participants are identified. Program accomplishments and recommendations and future needs are also listed. Section II contains required forms, including travel waivers of responsibility, application form, parent permission letter, schedule adjustment form, and photograph release form. Section III contains sample school and teacher schedules. Section IV presents letters and inventory forms prepared to inform parents about the total program and gather student information in five domains in which students will be expected to perform in the future. Section V provides materials used in employer contacts: explanation of community work sites, program design for gathering work site sponsor information, work site information sheet, and employer evaluation forms. Section VI contains several teacher-developed task analyses at various work sites, a sample task schedule, and student performance log. Storyboards for an employer or community slide presentation and a teacher or parent inservice slide presentation are appended. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED267259

COMMUNITY-BASED VOCATIONAL TRAINING PROJECT
FINAL REPORT
and
PROGRAM MANUAL
1985

A Cooperative Effort Between the Jefferson County Public Schools
and the Kentucky Department of Education

Donald W. Ingwerson, Ed.D., Superintendent, Jefferson County Public Schools

Alice McDonald, Superintendent of Public Instruction

CE 043826

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FINAL REPORT AND PROGRAM MANUAL

COMMUNITY-BASED VOCATIONAL TRAINING PROJECT

PAT JARRETT

PROJECT DIRECTOR

May, 1985

JEFFERSON COUNTY VOCATIONAL REGION SIX
ROBERTA B. TULLY SCHOOL
Louisville, Kentucky 40299

Project Number

H248HE023F

NONDISCRIMINATION AGREEMENT

Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation under any program or activity receiving Federal financial assistance. Therefore, the vocational education research, exemplary, and dissemination program of the Commonwealth of Kentucky, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

Printed with Federal Funds as submitted to the Kentucky Department of Education.

TABLE OF CONTENTS

ABSTRACT vii

PREFACE AND ACKNOWLEDGMENTS ix

COMMUNITY-BASED VOCATIONAL EDUCATION
SECTION I xi
OVERVIEW 1

SECTION II 15
REQUIRED FORMS 17

SECTION III 31
SCHEDULES 33

SECTION IV 41
PARENT CONTACT 43

SECTION V 69
EMPLOYER CONTACT 71

SECTION VI 85
DATA COLLECTION 83

APPENDIX 127
STORYBOARD FOR SLIDE PRESENTATIONS 129

A B S T R A C T

TITLE: Community-Based Vocational Education

DURATION: July 1, 1984 to June 30, 1985

OBJECTIVES:

1. To involve students in realistic vocational training experiences outside the school in a variety of Louisville area businesses and organizations.

2. To establish concurrent in-school instruction.

3. To increase the number of students placed in integrated, properly supported, community vocational settings upon graduation.

PROCEDURES:

1. Develop criteria for the selection of students to participate in the program--must be 14 years of age or older; identified as TMH; exhibiting readiness to participate in the program as assessed by the vocational teacher.

2. Develop community-based vocational training sites and develop task analysis for each work site.

3. Assess each site for type and degree of supports and job adaptations needed.

4. Develop curriculum for concurrent in-school instruction for participating students.

5. Provide assistance to adult vocational service agencies for the transition from school to agency support.

CONTRIBUTION TO EDUCATION:

This project was a joint, cooperative venture among the local business community, Roberta B. Tully School, and State Department Office of Vocational Education. The major goal was the improvement of vocational education for the developmentally handicapped student.

PRODUCTS DEVELOPED:

1. Emblem design
2. Brochure
3. Quarterly reports
4. Handbook
5. Instructional slide programs
6. Training sites

PREFACE AND ACKNOWLEDGMENTS

Community-Based Vocational Education began as a research and development project designed for the purpose of uniting businesses and community agencies with the school to provide vocational training for students.

The following people made contributions to the project:

Kentucky State Department of Education:

- Lou Perry, Director of Research and Development
- Douglas McKinley, School Effectiveness Unit
- Jim Cole, School Effectiveness Unit
- Donnalie Stratton, Special Vocational Programs Unit

Jefferson County Public Schools:

- Dr. Donald W. Ingwerson, Superintendent
- Bobby Green, Assistant Superintendent Vocational Education and Adult & Continuing Education
- Pat Jarrett, Vocational Education Specialist
- Dave Weber, Director, Exceptional Child Education
- Joyce Paul, Coordinator, Exceptional Child Instructional Services
- Coreta Pratt, Principal, Roberta B. Tully School
- Naydeen Perry, Counselor, Roberta B. Tully School
- The Community-Based Vocational Education team:
  - Theresia Colbert
  - Yvonne Kelley
  - Cheryl Moran
  - Ramona Smith
  - Jackie Arnold
- The Roberta B. Tully teaching and auxiliary services staff
- Typists:
  - Eleanor Church
  - Mildred Knight
  - Wallace Scott
  - Sherrill Williams
  - Annetta Farmer

Louisville Area Business Community and County Government:

-- ABC Printing Company
-- Adler Insurance Company
-- A Package Deal
-- Banquet Table Restaurant
-- Guild Adjustment Company
-- Helicopters, Inc.
-- Humana Hospital Audubon (Materials Management Department)
-- Humana Hospital University (Dietary and Pharmacy Departments)
-- Jeffersontown United Methodist Church
-- Kentucky Flying Service
-- Darryl T. Owens, Office of County Commissioner--"C" District
-- Ronald McDonald House
-- St. Paul United Methodist Church
-- Seaton House Galleries and Interiors

Adult Services Agencies:

-- Bureau of Vocational Rehabilitation
-- Seven Counties Services
-- Community Employment, Inc.
-- Options for Individuals, Inc.

SECTION I

OVERVIEW

Program Review
Flow Chart
Program Description/Role Identification
Project Accomplishments
Program Recommendations
Future Needs

OVERVIEW

Vocational education for mentally, physically, and multiply handicapped students has traditionally been offered in classroom settings in special education centers or in special vocation schools. Programs have had great difficulty with placement of these students into the competitive market due to their slower rate of performance, limited skill abilities, many social and behavior limitations, and lack of ability in transferring skills mastered in school settings to the "real" work environment. Thus, this project was an attempt to provide systematic on-the-job training for this population and, at the same time, allow the teacher to assess students in the setting in which the job would be performed, teach those difficult steps of tasks, and build relationships with other workers in the business.

The project described in this training manual outlines the process for beginning a Community-Based Vocational Education program. Use of this strategy necessitates the close working relationship of the vocational education staff with other staff who will support the community-based teacher in scheduling small groups (1-4 students) to work in business, assist with concurrent teaching (practicing difficult tasks in school), and develop support for clerical and record-keeping collection. With this in mind, the processes, forms, and examples presented in this manual offer the reader a framework within which comparable services can be organized successfully in other communities.

Throughout this project, our view was to highlight the handicapped person's abilities and, through our role modeling, assist other employees in understanding that even though the student might have a handicapping condition, his/her worth and abilities would contribute significantly to the business with support from co-workers. Since the beginning of this project, instructors, parents, students, and business persons were amazed at the progress made in skills, social abilities, and mobility. Many adaptions were made as our understandings changed, and we have grown significantly in our understanding of providing appropriate vocational education for handicapped students to make the transition from school to gainful employment. It is our hope that this project will provide the framework for new opportunities in training for handicapped persons in other educational settings.

PROGRAM REVIEW

Vocational education has traditionally included handicapped persons under its umbrella of eligible clients to serve. However, the challenge to extend services to more severely mentally and multiply handicapped students was highlighted by the need for vocational services for those students grouped together in three special education schools in Jefferson County, Kentucky.

This project was conceived by the staff of Roberta B. Tully School, Louisville, Kentucky, to explore practical methods to teach handicapped students in community settings, to expand opportunities for students to learn functional, realistic vocational skills and for students to learn appropriate social interaction skills while traveling and working in the community. Frequently these students were able to learn specific job skills but were not given training in the social aspects of work in the work setting and, subsequently, lost their jobs. As local businesses became aware of the potential for these students to perform meaningful work, opportunities for developing paid and/or volunteer placements for students to continue after graduation became possible. Thus, close-working relationships with businesses and community agencies involved with post-graduate supervision was imperative.

Prior to 1976, many handicapped individuals were ineligible for vocational services in Jefferson County because they did not meet the guidelines for existing special programs which were designed primarily to serve the mildly mentally retarded and learning disabled and the emotionally disturbed. During the past six years, additional staff was assigned to Roberta Tully School to provide hands-on training classes in a new wing of the school, and increased efforts in liaison with the area vocational school serving these students resulted in approximately ten students per year being accepted into existing vocational training areas at Lyndon Vocational School. Vocational teachers assigned to Roberta B. Tully School began adapting materials and curriculum to better serve the assigned population. During the three years prior to this project, the Orientation to Work Experience/Developmental Occupational Programs staff was expanded to three teachers. The teachers revised curriculum to move students through a series of in-school work stations along a continuum of increased independence toward employment in the community. As long as students were enrolled in local or federal training programs, such as CETA, some employment was found in the community, but both direct placement and movement of subsidized programs were nearly non-existent.

During the '82-83 school year, a regional resource teacher and Tully's principal, physical education teacher, and the three OWE/DOP teachers made a site visit to Madison, Wisconsin, to observe an exemplary training project operating for secondary and post graduates. As a result, the three OWE/DOP teachers, who all had prior experience as special education teachers, organized a proposal to explore beginning community-based training. As a result of their efforts, the proposal was approved by the Jefferson County Board of Education to begin Community-Based Education in both Special Education and Special Vocational Education Programs serving this handicapped population.

During the '83-84 school year, community-based volunteer work stations were utilized. The three OWE/DOP teachers worked with thirty students, ages 14-21, in twenty-five community businesses. All businesses indicated a willingness to continue the program for the next year. For the following year, Mary Ella Conner, director of vocational education, and Pat Jarrett, vocational specialist, submitted a request for Research and Development funds to expand and refine the project. The new project became the COMMUNITY-BASED VOCATIONAL TRAINING PROGRAM upon which this handbook is based. Due to decreasing numbers of students to be served, two of the three OWE/DOP teachers were reassigned to special education classes. However, the program concepts developed by the pilot project were expanded to include three vocational teachers who were specializing in an occupational area: Home/Community Services, Fast Foods, and Building Maintenance. In order to gain additional staff support, auxiliary teachers in speech and vision were recruited to assist in the community for a block of time rather than their traditional 20-30 minute sessions.

Prior to the beginning of the 1984-85 school year, Coreta Pratt, principal of Roberta B. Tully School, met with all vocational teachers and discussed the need for maximum flexibility in scheduling classes. Classes were arranged to allow small groups of students to be assigned for Community-Based Vocational Training in at least a two-hour block of time. Referrals from TMH teachers, vocational teachers, and counselor were compiled and screened for selection of candidates for community-based training. Parents were then contacted to explain the change of strategy and to obtain permission for students to begin community training.

Factors that were considered in determining student readiness and needed amount of staff support included:

1. Functioning in the Community
   - -- Travel ability: pedestrian skills and ability to use public transportation.
   - -- Money usage: making small purchases and receiving correct change.
   - -- Time telling: arriving and departing work and break time.

2. Social/Communication Skills
   - -- Adult behavior while traveling to and from work; at break time.
   - -- Communicating personal needs and desires.

3. Need for Counseling
   - -- Personal, social, and/or family situations that need corrective attention.

4. Parental Support
   - -- Parental willingness to support community employment or volunteer status after graduation rather than working toward sheltered workshops or institutionalization.

After gathering information on each student, staff made initial student match for areas of instruction based on all of the above factors. Parents and staff to serve the student during the 84-85 school year met to develop the initial IEP for Community-Based Vocational Training. Annual goals were written broadly to cover each of the areas mentioned. The process of matching training areas to student work interest was initiated.

Teachers cooperatively established community work training sites to correspond to their occupational areas. Job tasks were identified and tasks analyzed. Student record keeping forms were developed.

Student schedules were cooperatively arranged to include:

1. Specialized Vocational Classes
   -- Fast Foods
   -- Building Maintenance

2. OWE/DOP Classes
   -- Employability skills training
   -- Concurrent teaching

3. Exceptional Child Education Classes
   -- Functional skills were emphasized for application to the following work-related areas:
      a. Travel training
      b. Restaurant and Break training
      c. Safety and Sanitation on the job
      d. Reading and Math on the job

When students began working at community-based training sites, they were assessed on the specific steps of the task analysis, and notes were made when verbal, physical assistance, or adaptations would be needed. The IEP was then reviewed to include specific objectives in areas where the students needed to improve.

Toward the end of the year, teachers working with graduating students began the transition phase of the project. Community agencies that work with post-graduates were contacted for projected assistance and timetables. Parents were advised of pending transition from school to agency staff supervision.

See chart on page 6 for flow of activities within the school and community parameters of the program.

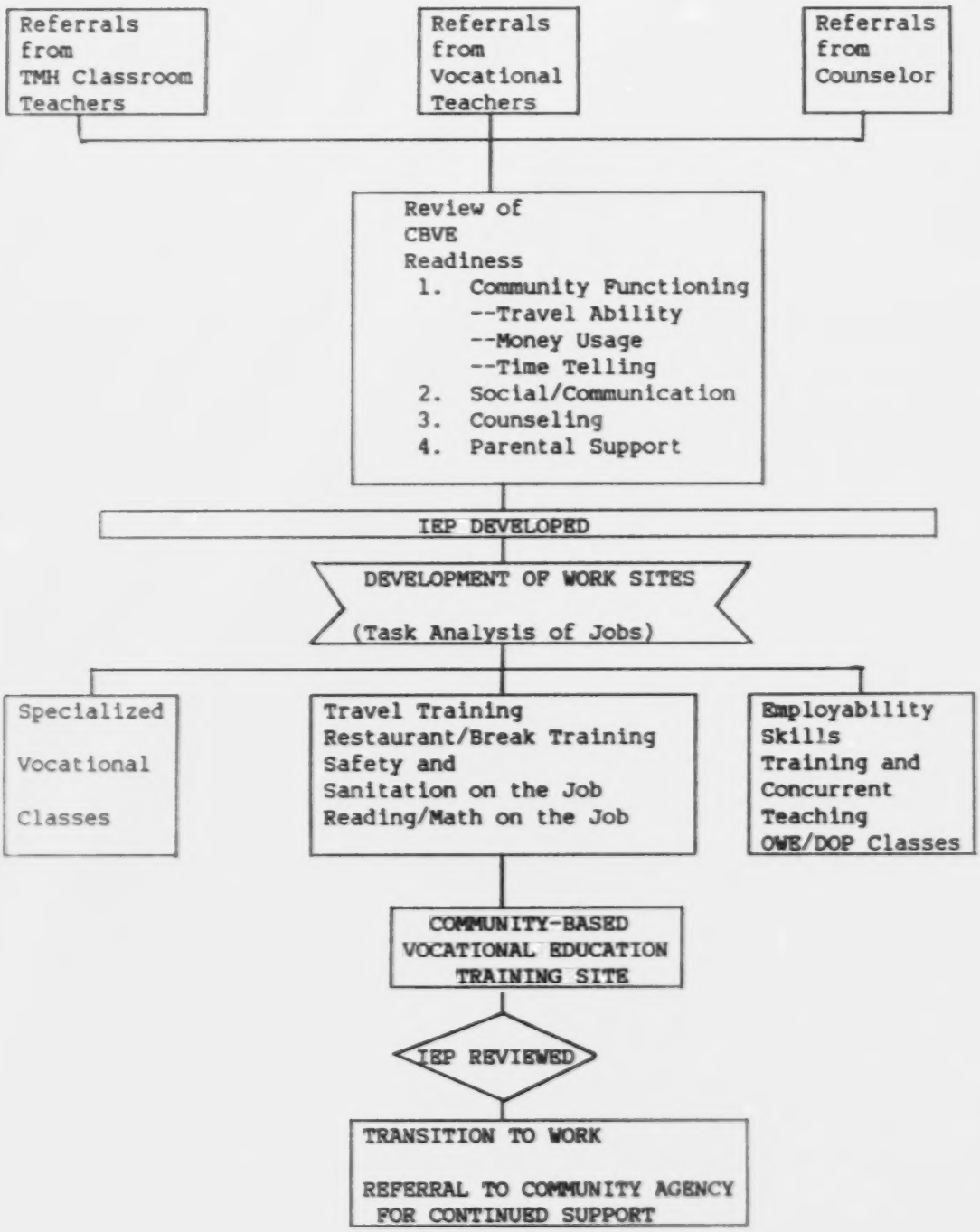
Vocational teachers worked collaboratively with ECE teachers in developing and reinforcing skills needed for the five, life-functioning domains. See Parent Contact section for further explanation of these domains.

When work sites were first established, some employers and employees within the businesses were unsure of any benefits to their company or to the student, but they were willing to try this new project. As teachers established working relationships with the designated work site supervisor, the supervisors' attitudes of understanding and acceptance of the handicapped student's ability changed considerably. By the end of the year, all businesses involved in this project were favorable to continuing this training.

As a one-year project, this handbook is necessarily brief. Methods for training on the job, new forms, how to develop a community work site, mobility and travel on public transportation, and how to build relationships with other persons in the community were all explored. Many aspects of this project still need to be refined and developed as noted in the section Future Needs. However, all participants--the staff, students, parents, and employers--have rated the project as an overall success. Many new opportunities for transition from school to work have been realized. The local district will be giving support to the continuation and expansion of concepts and methods learned.

ROBERTA B. TULLY SCHOOL
COMMUNITY-BASED VOCATIONAL EDUCATION

FLOW CHART



PROGRAM DESCRIPTION/ROLE IDENTIFICATION

COMMUNITY-BASED VOCATIONAL EDUCATION is a strategy which provides students with the opportunity to receive realistic vocational training in school and a variety of work experiences on actual job sites in the community. The program operates with concurrent teaching in the school and on-the-job training supervised by vocational instructors.

COMMUNITY JOB SITES are community businesses in Jefferson County that participate as advisors and provide work experience placements. Individuals who work directly with the students are most enthusiastic about working with the schools in providing direct training opportunities for handicapped students.

Role Identification

The Jefferson County Board of Education demonstrated commitment to the philosophy of Community-Based Education (which includes Community-Based Vocational Education) by approving concepts and implementation on August 13, 1984. This permitted the identification of the roles of those opting to participate in the project.

Exceptional Child Education Unit

a. Develops CBE model and procedures for implementation.
b. Provides inservice on CBE and technical assistance to implementers.
c. Ensures evaluation of the model.
d. Develops a public information packet about CBE.
e. Develops curriculum guidelines.
f. Orients principals and counselors to CBE model.

Vocational Education Unit

a. Develops procedures for CBVE implementation.
b. Assists vocational teachers in securing inservice training for CBVE.
c. Assists vocational teachers in development of community contact information.
d. Assists vocational teachers in incorporating community-based training strategies into occupational area curriculum.
e. Supports principals in securing needed operational funds.

Principal

a. Facilitates program implementation.
b. Maintains ongoing communication and support for teachers who are implementing CBE and CBVE.
c. Assists implementing teachers in obtaining needed supplies, equipment, and funds to support program.
d. Assists in communicating procedures, program descriptions, and student programs with parents through the IEP process.

Counselor

a. Works with vocational and exceptional child education teachers in screening students for CBE and CBVE.
b. Facilitates IEP meetings to include annual goals and specific objectives to participate in community training and work toward student employment in the community after graduation.
c. Counsels with students to improve behavior and attitudes for work employability.
d. Assists in scheduling students and staff in blocks of time to allow for community training.

Participating Teacher

a. Participates in training.
b. Obtains parental permission/verification of student medical coverage.
c. Involves parents in planning.
d. Submits application to administrative office.
e. Obtains insurance for private automobile transportation of students.
f. Obtains and trains volunteers as needed.
g. Obtains funding as needed.
h. Makes community contacts.
i. Collects and submits data upon request.
j. Keeps parents and administrators informed of student progress.
k. Shares information with others serving the students involved in CBE/CBVE.
l. Assists in training others for the next year's inservice.

Student

a. Participates in vocational activities in the community to the greatest extent possible, whether as a volunteer or a paid employee.
b. Uses public transportation, practices pedestrian safety, and becomes aware of schedules for correct arrival and departure.
c. Interacts with non-handicapped persons in a variety of job settings.
d. Develops good work habits and business attitudes.

Parent

a. Participates in determining goals, job sites, and community activities.
b. Provides necessary, ongoing support throughout the implementation and employment process.
c. Provides follow-up at home.

The School

a. Develops curriculum to meet the demands of business and industry.
b. Provides work stations in school and concurrent teaching which supports training in the community.
c. Provides assistance at work sites stressing safety and teaching skills necessary for successful employment.

The Work Site Sponsor

a. Provides the student with opportunities to perform vocational skills in a work environment.
b. Provides the instructor with the opportunity to gain firsthand knowledge about the business.
c. Observes the student's capabilities during the learning process.
d. Provides evaluative and job reference materials.

PROGRAM ACCOMPLISHMENTS

1. Communication was established with referral sources including Bureau of Vocational Rehabilitation, Seven Counties Services, Community Employment, Inc., and Options for Individuals, Inc.

2. Community training sites were established with 14 Louisville businesses.

3. A brochure was developed for community contact to explain Community-Based Vocational Training.

4. Auxiliary staff (three speech therapists and one vision therapist and a teacher assistant) were trained in techniques to use while training in community businesses.

5. Forms for student records and for reporting progress were developed.

6. A slide presentation for employers and for use in teacher inservice was developed.

7. IEP's were written to reflect goals pertinent to community-based training.

8. Community functioning training including traveling, money usage, time telling, and restaurant and break time skills were developed.

9. Communication was developed with all other staff serving each student to coordinate concurrent teaching (practicing of difficult steps or tasks at school in order to improve skill or rate of completion on the job).

10. Communication with parents was ongoing through the use of frequent phone calls, progress notes and reports, and work site visits.

11. Coordination with specific area vocational teachers was increased to allow for curriculum adjustments for work site students to practice needed tasks at school or check out specific equipment to use on the job.

12. A handbook for staff was developed for dissemination to others interested in developing a Community-Based Vocational Education Program for TMH students.

13. Uniforms with school name and Community-Based Vocational Education emblem were purchased for increased visibility in the community.

14. An Employer Appreciation Program was held at the end of the year to honor business employees who had aided in the training, students who had participated, and parents who had supported and staff who had developed Community-Based Vocational Training.

15. One teacher worked cooperatively with Exceptional Child Education to develop a 15 hour, county-wide teacher inservice module for Community-Based Education which included a three-hour module covering Community-Based Vocational Training. This was presented to more than 150 teachers, therapists, and teacher assistants. In addition, inservices were organized and presented for all regional resource staff, counselors, and administrators. All project staff attended inservice meetings.

16. Two teachers participated in a disabilities workshop which included many community professional persons and parents to increase awareness of abilities of disabled persons. This group has formed a resource group to continue working on community awareness and increasing opportunities for the disabled.

17. Concepts developed in this project were supported by the Jefferson County Board of Education with the expansion of a Work Transition Program which will be offered to TMH students ages 18-20 for fall, 1985. This will allow students across the county to be included in a Community-Based Vocational Training program during their final two-to-three years of school. This will be a joint project of Vocational Education, Exceptional Child Education, and Seven Counties Services: a community agency serving post graduates.

18. A presentation was made to graduate students in special education at the University of Louisville explaining this project.

19. A Community-Based Vocational Training display was developed for Open House at the local school. This display showed students working in their community work site and also practicing difficult steps during concurrent teaching time at school.

20. Regular meetings were held with Vocational Specialist Pat Jarrett, and regular updates on the progress of the project were sent to the state staff.

21. A noticeable increase in communication and interaction between students and non-handicapped co-workers was seen over the nine-month period.

PROGRAM RECOMMENDATIONS

1. Community-based training should begin at a early age for TMH students and should be coordinated between special education and vocational education so that, as a student gets older, he/she can spend increased time working in the vocational domain. Through this increased coordination, special education can improve students' readiness to participate in Community-Based Vocational Training.

2. Initial objectives should be realistic and should recognize student, parental, staff, or work site constraints. Do not oversell. Expand services gradually.

3. Concurrent teaching of work activities should use actual materials and/or equipment at school and on the job since TMH students have difficulty in transferring skills from one setting to another.

4. All staff serving a student as well as his/her parents need to be kept informed of progress and/or difficulties on a work site in order to incorporate their ideas at every stage of program development. Cooperation must be earned through commitment, not mandated.

5. Teachers must be knowledgeable of the Family Education Rights and Privacy Act (Buckley Amendment) and of the local district policy related to confidentiality. When interpretation of the law or established policy is questionable, the teacher should seek legal advice.

6. Information gathered about an individual should be interpreted to that individual and to the parents/advocate. This procedure should be well thought out and dignified with an unhurried, private environment in order to do the best planning for the student's future.

7. Duplication of services can be minimized by interagency cooperation. Contacts were made to establish cooperative services with community agencies which serve students after graduation. This will need to be expanded so that students receiving Community-Based Vocational Training while in school will be supported in their community locations after graduation.

8. Development of a cooperative staff attitude is needed to formulate a schedule which allows small groups of students to participate in the community with the instructor and for both students and staff to meet required local and state time guidelines.

FUTURE NEEDS

1. Curriculum adaptation in specific training areas is needed to prepare TMH students with functional skills needed to enter the job market. A large portion of instruction should occur with teacher support in the actual job setting in which the student will use the skill. This, in turn, will enable the instructor to better prepare younger students with the functional skills and work attitudes desired by business.

2. Efforts to locate and train volunteers who will provide one-to-one support on job sites are needed. Since the Community-Based Vocational Training project was only of one year duration, this aspect of the project was not developed. Much emphasis on safety of the student and care in planning the transfer of support to a volunteer would be needed to protect the teacher, student, and business as well as the volunteer.

3. In order to better prepare TMH students for the transition to work, a longitudinal view of educational programming for the years between 13 and 21 is needed. Generally, the few students in this category who qualify for specialized classes in vocational school have not been scheduled until their last two years of school. This does not allow for the transition to full-time work experience in the student's last year of school which may lead to continued employment. The development of relationships at the business and with community agencies for ongoing support after graduation is also a vital part of the project and should be done preceding graduation. Perhaps scheduling for area vocational schools should occur three or four years prior to graduation to allow for increased Community-Based Vocational Training in the final two-to-three years of school.

4. Vocational Work Experience coordinators are needed to provide services for students (14-21) assigned to TMH classes in the regular high schools. At the present time, these students are not receiving vocational work experience services and are at a disadvantage when considering the full-time work transition program which will open in the fall of 1985 for students 18-21.

5. A much longer period of time (several years) will be necessary for TMH students to participate in work experience in order to begin to learn the social and communication requirements to get along and keep a job. Many times it is the social aspect, not work skills, which causes TMH students to lose their jobs.

6. Long-range planning is needed to gain perspectives on a student's needs at each age in order to help the student meet adult-functioning goals by the end of the school program.

7. Increased education and training of parents as advocates for their students are needed since, ultimately, parents are responsible for the TMH student after graduation.

SECTION II

REQUIRED FORMS

Travel

- --Waiver of Responsibility for Owner and Operator of Private Automobile
- --Waiver of Responsibility for Participant Being Transported

Application Blank

- --Blank
- --Example

Parent Permission Letter
Schedule Adjustment

- --Blank
- --Example

Photograph Release Form

REQUIRED FORMS

Travel information was gathered covering public transportation routes, schedules, and information on scheduling special buses. Required forms for teachers to transport students and permission forms for students to be transported by private automobile are included.

Application blanks are used by both Exceptional Child Education and Vocational Education teachers to inform the Central Office that community-based training is part of their teaching strategy. Examples of a teacher schedule showing back-up in case of emergency or absence and application blanks are included.

Each student who is participating in community-based training is required to carry personal accident insurance through the family policy or through an individual student insurance policy obtained through the Board of Education. Check with the local board of education to obtain up-to-date information.

JEFFERSON COUNTY PUBLIC SCHOOLS

VANHOOSE EDUCATION CENTER
3332 Newburg Road
P.O. Box 34020
Louisville, Kentucky 40232-4020
502-456-3011

SUPERINTENDENT
Donald W. Ingwerson
BOARD OF EDUCATION
CHAIRMAN
Rick Johnstone
VICE-CHAIRMAN
Michael W. Wooden
Laken Cosby, Jr.
Jim Hearn
John D. Heyburn
Sherry K. Jelsma
Robert J. Schmitt

WAIVER OF RESPONSIBILITY
(FOR OWNER AND OPERATOR OF PRIVATE VEHICLE)

I understand the personal safety of the student is of first importance to the school. I agree to being responsible for transporting _____
(Name of School)

School Athletic/Activity participants to the following event:

_____ on _____
(Name of Event) (Date)

I hereby waive and release any and all rights and claims for damage I may have against the Jefferson County Public Schools. I have at least the following limits of liability insurance with _____.
(Name of Company)

$50,000 Bodily Injury Liability Each Person
$100,000 Bodily Injury Liability Each Accident
$10,000 Property Damage Liability

_____
Owner and Operator Signature

Transportation Approved by:

_____
Signature of Principal

_____
Date

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

JEFFERSON COUNTY PUBLIC SCHOOLS

VANHOOSE EDUCATION CENTER
3332 Newburg Road
P.O. Box 34020
Louisville, Kentucky 40232-4020
502-456-3011

SUPERINTENDENT
Donald W. Ingwerson
BOARD OF EDUCATION
CHAIRMAN
Rick Johnstone
VICE-CHAIRMAN
Michael W. Wooden
Laken Cosby, Jr.
Jim Hearn
John D. Heyburn
Sherry K. Jelsma
Robert J. Schmitt

WAIVER OF RESPONSIBILITY
(FOR PARTICIPANT BEING TRANSPORTED)

I consent for my child _____ to be transported
(Name of Student)

by private vehicle to all athletic/activity events in which my child is participating. I hereby waive and release any and all rights and claims for damage I may have against the Jefferson County Public Schools and/or the driver of the private vehicle.

_____ _____
Signature of Parent or Guardian Date

_____ _____
Signature of Principal Date

(Adapt form for pedestrian or public transportation training.)

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

APPLICATION FOR IMPLEMENTATION OF COMMUNITY-BASED VOCATIONAL EDUCATION

Date: _____ School: _____

Teacher making application: _____

Amount of inservice obtained: _____

Type of unit (circle one): SPH TMH Autistic MH

Staffing ratio (fill in numbers):

Student enrollment: _____ No. students participating in CBVE _____

Assistants _____ Ancillary _____ Other (Please identify.) _____

Staffing for CBVE Activity: _____

_____

_____

Staffing for classroom: _____

_____

_____

Total time teacher will be in community per week: _____

Total time assistants will be in community per week: _____

Total time each CBVE student will be in community per week: _____

_____

Rationale for implementing CBVE: _____

_____

_____

Type of data collection system: (Check all that apply.)

_____ narrative _____ trial by trial _____ task analysis (chaining)

other (describe) _____

	Yes	No
Have you obtained parental permission?	___	___
Do selected students have medical insurance?	___	___
Are you willing to participate in regularly scheduled CBVE group meetings on a monthly basis to continue communication?	___	___

Describe any currently existing CBVE program at your school:

_____

_____

_____

Anticipated Domains

Community Functioning

Day of Week	Time	Activity/Site	Transportation

Recreation/Leisure

Day of Week	Time	Activity/Site	Transportation

Domestic

Day of Week	Time	Activity/Site	Transportation

Vocational

Day of Week	Time	Activity/Site	Transportation

Teacher Signature _____

Principal Signature _____

Area Office Signature _____

JEFFERSON COUNTY PUBLIC SCHOOLS

VANHOOSE EDUCATION CENTER
3332 Newburg Road
P.O. Box 34020
Louisville, Kentucky 40232-4020
502-456-3011

SUPERINTENDENT
Donald W. Ingwerson
BOARD OF EDUCATION
CHAIRMAN
Rick Johnstone
VICE-CHAIRMAN
Michael W. Wooden
Laken Cosby, Jr.
Jim Hearn
John D. Heyburn
Sherry K. Jelsma
Robert J. Schmitt

Dear Parents:

As part of your child's Community-Based Vocational Education (CBVE) program, the following arrangements have been made for community training:

CBVE Site: _____

Location: _____

Day/Time: _____

School Staff : _____

Transportation: _____

Please complete and return our permission form. Thank you for your cooperation.

I give permission for _____ to participate in the
(Student)

Community-Based Vocational Education program at _____.
(Address)

He/she is covered by _____ _____.
(Insurance Company) (Policy No.)

His/her social security number is _____.

or

He/she does not have a social security number _____.
(Check)

He/she takes _____ at _____ on _____.
(Medication) (Time) (Days)

_____ _____
Parent/Guardian Signature Date

Home Phone No. _____ Work Phone No. _____

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

SCHEDULING ADJUSTMENT

_____will be traveling to

_____

for community-based vocational training on_____.

She/he should be _____by _____,
(location to meet CBVE Instructor)
and we will return by _____. We will be traveling by __

_____.

If by TARC, the schedule is

School_____ Destination_____
(time) (bus no.) (time) (bus no.)
Destination_____ School_____
(arrival time) (arrival time)

If this arrangement is acceptable, please sign and return to:

CBVE Teacher:_____

Homeroom Teacher:_____

Student:_____

Other Teachers:
_____:_____
_____:_____
_____:_____
_____:_____

Special Arrangements:_____

_____

_____

_____

_____

_____

_____

_____

Parent Signature_____Date_____

EXAMPLE

SCHEDULING ADJUSTMENT

S. T. will be traveling to

Seaton House Galleries and Interiors

for community-based vocational training on Tuesday from 10-11 a.m..

She/he should be in the main office with coat by 9:50 a.m.,
(location to meet CBVE Instructor)
and we will return by 11:15 a.m.. We will be traveling by

private auto or walking.

If TARC the schedule is:

School _____ Destination _____
(time) (bus no.) (time) (bus no.)

Destination _____ School _____
(arrival time) (arrival time)

If this arrangement is acceptable please sign and return to:

CBVE Teacher: Tommy Teacher

Homeroom Teacher: Harriet Homeroom

Student: S. T.

Speech : Cathy Clinician

Other P.E. : Fred Physical

Teachers _____ : _____

_____ : _____

Special Arrangements: By taking S. T. Tuesday for a double period, I can release her from her in-school work site on Friday the 2nd. Please let me know your preference.

Thank you,

T. T.

Parent Signature Mr. & Mrs. S. T. (signed) Date Sept. 2, 1985

PHOTO RELEASE FORM

JEFFERSON COUNTY PUBLIC SCHOOLS

Child's Name _____

School _____

Parent's Name _____

Phone Number _____

I, _____, parent or guardian of

_____ do hereby give and grant

unto the Jefferson County Public Schools, Office of Community Affairs, permission to use and publish a photograph of my child _____

_____, in the _____

issue of _____.

I do further certify that I am of full legal capacity to execute the foregoing authorization and release.

_____
(Signature)

WITNESS: _____ DATE: _____

Photographer's Note:

Identify data, such as description of clothing: _____

_____

_____

_____

_____

12/01/82 lf

SECTION III

SCHEDULES

School Schedule

--List of all students on community work sites

Teacher Schedule

--Plans for an individual work site

SCHEDULES

In order to develop a schedule to take a small group (1-4) of students to a community business on a regular basis, each teacher involved in the project utilized auxiliary staff (speech and vision therapists) and a teacher assistant for the period of time they were assigned to the students. This allowed close supervision of students while at work and while traveling in the community. To assist other staff in knowing when staff and students would be out of the building, the school schedule was distributed. Each project teacher also developed a one-page summary for each work site giving day, time, students, location, transportation contact person, phone, address, and back-up plans in case of emergency. This was filed in the school office.

COMMUNITY-BASED VOCATIONAL EDUCATION SCHEDULE

STUDENT	DAY/TIME	LOCATION	TRANSPORTATION	STAFF
Student 1	Friday, 12:30-3:10	Ronald McDonald House	TARC	Smith, Bldg. Maint. Teacher; Cox, Teacher Assistant
Student 2	Monday, 10:10-1:20	Humana Hospital University (Pharmacy Department)	AUTO	Kelley, OWE/DOP Teacher
Student 3	Friday, 12:30-1:45	Ronald McDonald House	TARC	Smith, Bldg. Maint. Teacher; Curry, Vision Therapist
Student 4	Wednesday, 12:30-3:10	St. Paul United Methodist Church	TARC	Kelley, OWE/DOP Teacher; Curry, Vision Therapist
Student 5	Friday, 12:30-3:10	Ronald McDonald House	TARC	Smith, Bldg. Maint. Teacher; Cox, Teacher Assistant
Student 6	Friday, 12:30-3:10	Ronald McDonald House	TARC	Smith, Bldg. Maint. Teacher; Cartmell, Speech Therapist
Student 7	Monday, 1:20-3:10	Banquet Table Restaurant	TARC	Kelley, OWE/DOP Teacher; Cox, Teacher Assistant
Student 8	Wednesday, 12:30-3:10	St. Paul United Methodist Church	TARC	Kelley, OWE/DOP Teacher; Cartmell, Speech Therapist
Student 9	Tuesday, 10:00-12:30	Humana Hospital University	AUTO	Moran, Fast Foods Teacher; Cartmell, Speech Therapist
Student 10	Tuesday, 10:00-12:30	Humana Hospital University (Dietary Department)	AUTO	Moran, Fast Foods Teacher; Cartmell, Speech Therapist

COMMUNITY-BASED VOCATIONAL EDUCATION SCHEDULE

STUDENT	DAY/TIME	LOCATION	TRANSPORTATION	STAFF
Student 11	Thursday, 1:20-3:10	ABC Printing Company	WALK	Kelley, OWE/DOP Teacher; Cox, Teacher Assistant
Student 12	Tuesday, 12:30-3:10	Humana Hospital Audubon (Cart Exchange Room)	AUTO	Kelley, OWE/DOP Teacher; Reising, Speech Therapist
Student 13	Wednesday, 12:30-3:10	St. Paul United Methodist Church	TARC	Kelley, OWE/DOP Teacher; Cartmell, Speech Therapist
Student 14	Thursday, 10:00-12:00 12:00-3:10	A Package Deal Adler Insurance Company Helicopters, Inc. Guild Adjustment Company Kentucky Flying Service	AUTO	Kelley, OWE/DOP Teacher; Reising, Speech Therapist
Student 15	Tuesday, 12:30-3:10	Humana Hospital Audubon (Cart Exchange Room)	AUTO	Kelley, OWE/DOP Teacher; Reising, Speech Therapist
Student 16	Tuesday, 10:00-12:30	Humana Hospital University (Dietary Department)	AUTO	Moran, Fast Foods Teacher; Cartmell, Speech Therapist
Student 17	Wednesday, 10:10-12:00	Seaton House Galleries and Interiors	WALK	Kelley, OWE/DOP Teacher
Student 18	Monday, 10:00-12:30	Humana Hospital University (Dietary Department)	AUTO	Colbert, Fast Foods Teacher; Cartmell, Speech Therapist
Student 19	Friday, 12:30-3:10	Ronald McDonald House	TARC	Smith, Bldg. Maint. Teacher; Cox, Teacher Assistant
Student 20	Friday, 10:10-12:30	Ronald McDonald House	TARC	Kelley, OWE/DOP Teacher; Rash, Speech Therapist

36

COMMUNITY-BASED VOCATIONAL EDUCATION SCHEDULE

STUDENT	DAY/TIME	LOCATION	TRANSPORTATION	STAFF
Student 21	Thursday, 10:10-3:10	Helicopters, Inc. Kentucky Flying Service	AUTO	Kelley, OWE/DOP Teacher
Student 22	Monday, 10:10-11:10	Jeffersontown United Methodist Church until 9/24/84	TARC	Kelley, OWE/DOP Teacher; Rash, Speech Therapist
	Friday, 10:10-12:30	Ronald McDonald House beginning 10/5/84		
Student 23	Monday, 10:00-12:30	Humana Hospital University (Dietary Department)	AUTO	Colbert, Fast Foods Teacher; Cartmell, Speech Therapist
Student 24	Monday, 10:00-1:30	Humana Hospital University (Pharmacy Department)	AUTO	Kelley, OWE/DOP Teacher

EXAMPLE

COMMUNITY-BASED VOCATIONAL SCHEDULE

DAY	TIME	STUDENTS	STAFF	LOCATION	TRANSPORTATION	BACKUP
Friday	12:20-3:10	M. Monk T. Ear L. Slug R. Rag	T. Teacher	Ronald McDonald House	Public Bus TARC #40 Leave Tully 12:37 arrive 1st & Mohammed Ali Blvd. 1:12 *** Leave R. McD. House 2:25, walk to 1st & Liberty; take TARC #40 2:35 Arrive Tully 3:10	If bus is missed, call Mr. Helper 500-1111, or Mr. Work 511-2222 (they work nearby and have agreed to transport in case of emergency.) If teacher absent teacher assistant will go with substitute teacher. If both teacher & assistant absent, call R. McD. House and cancel.

RONALD McDONALD HOUSE
S. Simpson, Director
550 S. First Street
Louisville, Kentucky 40202
581-1416

Job Location: Rest rooms, telephone rooms, kitchen areas

SECTION IV

PARENT CONTACT

Parent Letter Explaining Community-Based Program

Interaction Form to Keep Records of Parent Contacts

Inventory Forms to Gather Student Information:
- --Domestic Parent/Guardian Inventory
- --Community Functioning Parent/Guardian Inventory
- --Recreation/Leisure Parent Guardian Inventory
- --Vocational Parent/Guardian Inventory
- --Interaction with Non-Handicapped Persons Inventory

PARENT CONTACT

Teachers in the Community-Based Vocational Training Project worked cooperatively with the Exceptional Child Education Community-Based Education program which was being implemented county-wide to give all TMH students direct training in community settings.

Community-Based Vocational Education emcompassed the following areas of life-functioning domains:

1. Community Functioning
2. Domestic
3. Recreation/Leisure
4. Vocational
5. Interaction with Non-Handicapped Persons

Since life-functioning areas are not mutually exclusive, many aspects of training overlap. Through continuing cooperative planning with all staff, parents, and community persons, this project was able to provide coordinated services to assist the handicapped student in integrating learning experiences in the community.

Letters and forms included in this section were jointly prepared to inform parents about the total program and gather information that was shared among all staff. By this method, information gathered was used for preparation of each student's Individual Education Plan.

JEFFERSON COUNTY PUBLIC SCHOOLS

DURRETT EDUCATION CENTER
4409 Preston Highway
Louisville, Kentucky 40213
502-456-3011

SUPERINTENDENT
Donald W. Ingwerson
BOARD OF EDUCATION
CHAIRMAN
Rick Johnstone
VICE-CHAIRMAN
Michael W. Wooden
Laken Cosby, Jr.
Jim Hearn
John D. Heyburn
Sherry K. Jelama
Robert J. Schmitt

Dear Parents and Students:

There is a pilot program that will be initiated in the Jefferson County Public Schools with the purpose of adding to your son's/daughter's educational program. The staff involved in this program will work towards the purpose of providing transition from school-based to community-based training for realistic experiences in the following five domains in which the students will be expected to perform in the future:

1. Community Functions: Students must be taught to gain access to and act appropriately when using public transportation or visiting shopping centers, restaurants, public streets, hospitals, and public and private agencies.

2. Domestic: Students must be taught to live somewhere and function as independently as possible in the least restrictive domestic environments, e.g., group homes, sheltered apartments, boarding homes, in their own home with parents.

3. Vocational: Students must be taught to participate in vocational activities in the community to the greatest extent possible--whether on a volunteer or paid basis.

4. Recreation/Leisure: Students must be taught to participate in a wide variety of heterogeneous school and non-school environments, e.g., in neighborhoods, group homes, public recreational facilities, so that the students will develop an ability to manage and occupy free time appropriately.

5. Interaction with Non-handicapped Peers: Students with handicaps must be taught skills, attitudes, and values that will allow their interaction with non-handicapped persons to be constructive, positive, and mutually gratifying.

This project will provide first-hand experiences in implementing and acquiring new skills that cannot be duplicated in the classroom. The project will be extended over a period of time according to each student's individual needs, and there will be an increase in student participation as parental permission is given.

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

PARENT CONTACT FORM

PARENT/GUARDIAN_____

OTHER CONTACT PERSONS_____

INTERACTION BETWEEN PARENT/ GUARDIAN AND EDUCATIONAL STAFF Date Reason for Interaction	Home Visit	Letter	Telephone	Notebook	Conference Regular	Conference I.E.P.	Conference M-Team/Reeval.	Parent Group Meetings	Other

COMMUNITY FUNCTIONING
PARENT/GUARDIAN INVENTORY

Student's Name_____ Date_____

Age_____ School_____

I. General Community Functioning

A. Does your son/daughter go out in the community independently? If so, for what purpose? _____

_____

B. Does your son/daughter perform routine errands in the neighborhood? If so, describe_____

_____

C. What is his/her reaction to being sent into the community on errands?

_____

D. Describe your son's/daughter's behavior in public (e.g., does he/she understand/follow behavioral standards or draw negative attention to self). _____

_____

_____

E. Describe your son's/daughter's interactions with adult service providers in the community (e.g., cashiers, doctors, waiters).

_____

_____

_____

F. Describe your son's/daughter's interactions with strangers in the community (e.g., on the bus, in stores). _____

_____

_____

II. Travel

A. What type of transportation does your son/daughter currently utilize the most (to reach a destination, rather than as a recreational activity)?

Walk_____
Bicycle _____
TARC_____
Private auto_____
Taxi_____

B. What type of transportation do you anticipate him/her utilizing the most as an adult?_____

C. TARC information

1. Does your son/daughter have a TARC student I. D. card?_____

2. List bus lines near home or routes most commonly used.

_____

_____

III. Specific Community Functioning

A. Below is a list of common sites in the community. Mark (✓) besides those locations to which your son/daughter frequently accompanies you (as an observer), mark (P) if he/she participates while there, and mark (I) if he/she can make the trip and perform the activity independently.

Grocery store_____
Restaurants _____
Shopping centers_____
Gas station _____
Laundromat _____
Cleaners _____
Other (specify)_____

Convenience stores_____
Bank _____
Church_____
Medical office/clinic_____
Post Office_____
Government offices_____
Beauty/Barber Shop_____

_____

B. Which activities does your son/daughter enjoy the most?

_____

the least?_____

C. Does your son/daughter have a bank account? If so, what type? If not, would you like him/her to have one?

_____

D. Does your son/daughter know how to use a pay telephone?_____

E. Does your son/daughter make small purchases unassisted?_____

F. What Community Functioning activities would you like to see your son/daughter learn to perform independently?

_____

_____

G. Are there any activities you object to his/her participating in?

_____

_____

IV. If you have any other concerns or comments, please state them.

_____

_____

_____

V. Please list below names and general locations of specific businesses which your family patronizes most frequently.

	Name	Location
Grocery		
Department store		
Shopping centers		
Convenience stores		
Laundromat		
Cleaners		
Bank		
Restaurants: Sit-down		
Fast food		

	Name	Location
Post Office		
Gas Station		
Clinic		
Church		
Beauty/Barber Shop		
Other		

DOMESTIC PARENT/GUARDIAN INVENTORY

Student's Name_____ Date_____

Age_____ School_____

I. Daily Routines

A. Describe your son/daughter's morning routine, listing those activities he/she performs independently and those with which you provide assistance (e.g., wakes to alarm, performs grooming, selects clothing, prepares breakfast, waits for bus).

_____

_____

_____

_____

B. Describe your son's/daughter's evening routine, listing those activities he/she performs independently and those with which you provide assistance (e.g., bathes, prepares for bed, goes to bed on own initiative).

_____

_____

_____

_____

II. Cleaning/Maintenance

A. List any housekeeping chores which your son/daughter performs routinely and independently.

_____

_____

B. List housekeeping chores he/she <u>can</u> do but isn't required to do.

_____

_____

C. List any housekeeping chores which your son/daughter performs with assistance.

_____

_____

D. What is your son's/daughter's reaction to housecleaning assignments?

_____

E. Does he/she initiate cleaning chores?_____

F. What cleaning activities does he/she prefer?

_____

Dislike?_____

G. Does he/she assist with laundry (washing, drying, folding, ironing, putting clothing away)?_____

_____

H. Describe any outdoor chores your son/daughter performs.

_____

_____

I. What housekeeping chores would you like for him/her to learn to do independently?_____

_____

III. Grooming/Hygiene

A. List grooming/hygiene activities your son/daughter performs independently.

_____

_____

B. List grooming/hygiene activities he/she performs with assistance.

_____

_____

C. Does he/she initiate grooming activities at appropriate times?

_____

D. What grooming/hygiene activities do you want your son/daughter to learn to do independently?_____

_____

IV. Eating

A. Does your son/daughter need assistance with eating or drinking? Please describe._____

_____

_____

B. Please describe any adaptive eating/drinking equipment your daughter/son requires._____

_____

C. Describe your daughter's/son's mealtime situation (room she/he eats in; eats with family; eats alone; eats in front of TV; uses adaptive chair).

_____

_____

D. Describe your daughter's/son's table manners (messy/neat, says please/thank you, passes food, uses napkin)._____

_____

_____

E. List your son's/daughter's preferred foods._____

_____

_____

F. List foods he/she dislikes or refuses._____

_____

_____

G. List foods that you prefer your son/daughter not eat/drink.

_____

H. What eating skills would you like for your daughter/son to learn?

_____

_____

V. Cooking

A. For each meal listed, describe foods your son/daughter can prepare with supervision or unassisted.

Meal	Prepares w/supervision	Prepares unassisted
Breakfast	_____	
	_____	
	_____	
Lunch	_____	
	_____	
	_____	
Snack	_____	
Dinner	_____	
	_____	
	_____	

B. Describe any kitchen/cooking chores your daughter/son currently performs (e.g., setting table, slicing, mixing, opening cans, washing dishes).

_____

_____

C. What cooking/kitchen skills would you like for your son/daughter to learn?_____

_____

VI. Domestic Interactions

A. Describe your son's/daughter's telephone skills/behavior.

_____

B. Describe his/her relationship with family members (cooperates/wants his/her way, recreates with a favorite sibling).

_____

_____

C. Does your daughter/son initiate conversations with familiar adults?

_____

D. Does she/he have any interactions with neighbors? If so, describe (types of interactions, ages of neighbors, and so forth).

_____

_____

E. What is the reaction of neighborhood children to your son/daughter?

_____

F. Does your daughter/son behave in an appropriate fashion when visiting in someone's home? If not, describe behavior.

_____

_____

G. Does she/he exhibit appropriate conversational skills (e.g., doesn't interrupt, sticks to topic)?

_____

H. Does your son/daughter select friends near his/her own age to interact with at family gatherings, parties, and other social occasions?

_____

I. Are you satisfied with the manner in which your daughter/son currently interacts with non-handicapped persons? If not, how can she/she improve?

_____

VII. Following graduation from public schools, you anticipate your son's/daughter's living situation to be

_____At home

_____With relatives

_____In a foster home

_____In a group home

_____In a Sheltered apartment

_____Other (describe)

VIII. Can your home be used as a domestic training site?_____

IX. If you have any other concerns or comments, please state them.

_____

_____

RECREATION/LEISURE
PARENT/GUARDIAN INVENTORY

Student's Name_____ Date_____

Age_____ School_____

I. Please answer and comment on the questions presented below. Are you satisfied with the extent to which your child:

A. Occupies his/her free time in a constructive manner?

_____

_____

B. Engages in a reasonable variety of activities while at home?

_____

_____

C. Engages in a variety of non-school recreation/leisure environments and activities (e.g., YMCA, public library, roller rink)?

_____

_____

D. Actively makes choices as to how he/she would like to spend his/her free time?

_____

_____

E. Interacts with other than family members?

_____

_____

F. Engages in activities without direct supervision?

_____

_____

G. Engages in activities similar to those of non-handicapped persons of the same chronological age or older?

_____

_____

II. What recreational activities does your family engage in as a group?

_____

_____

Individually? _____

_____

III. Please identify the activities in which your son/daughter currently engages that seem to provide him/her with the most pleasure. For what length of time will he/she engage in each of these activities? How much supervision is required:

Most Pleasurable Activities	Amount of Time	Who Supervises?
1.		
2.		
3.		
4.		

IV. Please identify the five most important environments and activities that you think should be a part of your child's current recreation/ leisure life space. What assistance do you think will be necessary in order for your child to participate in these places and activities with school staff persons (e.g., transportation needs and a person supervising throughout the activity)?

Places	Activities	Kind of Assistance
1.		
2.		
3.		
4.		
5.		

V. Do you view recreation/leisure instruction as a priority area in your child's school program? If so, why?

_____

_____

_____

VI. Are there community agencies that have helped you meet the recreation/ leisure needs of your child? If so:

A. What are the names of these agencies?

_____

_____

B. What services are provided?

_____

_____

C. How long do you think that the agency will be actively involved with your child?

_____

D. Will another agency take over?

_____

VII. If you have any other concerns or comments, please state them.

_____

_____

_____

_____

VOCATIONAL PARENT/GUARDIAN INVENTORY

Student's Name_____ Date_____

Age_____ School_____

I. Upon graduation from the public schools, you would like to see your son/daughter participating in:

_____Day Care/Activity Program
_____Sheltered Workshop
_____Competitive Part-Time Employment
_____Competitive Full-Time Employment
_____Supervised Community Employment
_____Volunteer Work Program
_____Other_____

II. Following graduation from the public schools, you anticipate your son's/daughter's living situation to be

_____Urban (What city?)_____
_____Rural (What county?)_____
_____At Home
_____Foster Home
_____Group Home
_____Sheltered Apartment
_____Other_____

III. A. Are there any work demands being place on your son/daughter at home? If so, what are they?

_____

_____

_____

B. What is your son's/daughter's reaction to them?

_____

_____

C. Has your son/daughter participated in a vocational program prior to this school year? If so, what activities was she/he involved in?

_____

_____

_____

IV. A. Are there any jobs that your son/daughter seems particularly interested in?

_____

_____

_____

B. Are there any jobs which your son/daughter seems to dislike?

_____

_____

_____

V. A. Do you have preferences for occupational placement?_____

B. Are there any activities from past vocational programs that you feel should be included in your son's/daughter's occupational training?

_____

_____

_____

C. Are there occupations in which your do not want your son/daughter participating?

_____

_____

_____

D. Do you know any businesses which might be willing to take on a student worker on a volunteer basis? If so, please list.

_____

_____

_____

VI. A. What concerns do you have regarding your son's/daughter's placement in a vocational training program?

_____

_____

B. If there are any recurring safety problems (e.g., fascination with electrical outlets, putting objects in mouth), please state them.

_____

_____

_____

VII. Check off the occupational areas listed below which you think your son/daughter could learn most readily.

_____Office work
_____House cleaning
_____Grounds maintenance
_____Building maintenance
_____Waiter/Waitress
_____Busperson
_____Fast food preparation
_____Fast food counter work
_____Dishwashing
_____Child care
_____Cashier
_____Stocking shelves (Dept. stores)
_____Laundry/Dry Cleaning
_____Other (please list)_____

_____

_____

VIII. If you have any other concerns or comments, please state them.

_____

_____

_____

_____

INTERACTION WITH NON-HANDICAPPED PERSONS
INVENTORY

Student's Name_____ Date_____

Age_____ School_____

(To be completed by teacher)

I. Peers

A. Does student know many non-handicapped students by name?

_____

B. Does student show an interest in interacting with non-handicapped students?_____

C. Does student have a close friendship with a non-handicapped student?

_____

D. Does student speak appropriately to non-handicapped students in the hall, at lunch, etc?_____

_____

E. Does student draw negative attention to himself/herself in any way? If so, describe._____

_____

F. Briefly describe the reaction of non-handicapped peers to this student._____

_____

II. Adults

A. Does student show an understanding of the position of various school administrators/employees?_____

_____

B. Does student initiate conversation with adults?_____

_____

C. Does student interact with adults in an age-appropriate manner?

_____

SECTION V

EMPLOYER CONTACT

Explanation of Community Work Sites

Program Design

Work Site Information Sheet

--Blank
--Example

Employer Evaluation

--Employer Evaluation of Program
--Employer Evaluation of Student

EMPLOYER CONTACT

In order to become acquainted with the community surrounding the school, teachers conducted an informal survey of the local businesses identifying locations that were within walking distance, on public transportation routes, and potential sites that were only available if other transportation was used due to long travel times.

After the teachers identified potential sites, contacts were made using the Explanation of Community Work Sites information sheet. This helped the business contact to better understand the purpose for the program, staff coverage, and other features. When the business agreed to let the teacher identify possible jobs, the teacher would observe jobs being performed and note training possibilities on the Program Design form.

The Work Site Information Sheet was used to record important information pertaining to training sites. A blank and example are included.

After the teacher identified the job and received permission to begin, she/he actually performed the job within the work setting to record the location of supplies needed, quality control standards, and the order in which the task was to be performed.

JEFFERSON COUNTY PUBLIC SCHOOLS

DURRETT EDUCATION CENTER
4409 Preston Highway
Louisville, Kentucky 40213
502-456-3011

SUPERINTENDENT
Donald W. Ingwerson
BOARD OF EDUCATION
CHAIRMAN
Rick Johnstone
VICE-CHAIRMAN
Michael W. Wooden
Laken Cosby, Jr.
Jim Hearn
John D. Heyburn
Sherry K. Jelama
Robert J. Schmitt

EXPLANATION OF COMMUNITY WORK SITES

PURPOSE OF THE PROGRAM

The purpose of the program is to provide students with the opportunity to receive realistic vocational training experiences in a variety of Louisville area businesses and organizations. The students receive training at these community-based job training sites as part of their overall school program.

STUDENTS

All of the students are mentally handicapped. Some may have additional handicaps, e.g., physical, hearing, visual. The interests, abilities, and past experiences of each student help determine the types of vocational training sites he/she experiences.

SCHOOL STAFF

Supervision and training of the students at the job site are provided by school personnel. A school staff person is present at all times while the students are working. School personnel are responsible for the quality control of all the work done by the students.

SALARY

During the initial phase of the program, the service provided by the student will be maintained at no cost to the employer. If the employer wishes to employ a student, wages will be discussed on an individual basis.

COMMUNITY JOB SITES

The job site provides the students the opportunity to learn actual vocational skills in a realistic work environment. This valuable service cannot be duplicated by any other means available to the Jefferson County Public Schools. Job site personnel are encouraged to become involved with the students to the degree in which they feel comfortable.

DAYS/TIMES/NUMBER OF STUDENTS

The days and times that a job site is utilized as well as the number of students at the site can be negotiated between each individual job site and school staff.

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

PROGRAM DESIGN

NOTE: USE THIS FORM TO GATHER WORK SITE SPONSOR INFORMATION

Site:_____Work Site

Address: _____

Phone: _____

Contact Person: _____

Area Office:_____

Address: _____

_____

Phone: _____

Contact: _____

Date: _____ Number of Students: _____

Day and time available: _____

_____

_____

Training experiences available: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Transportation/TARC Route: _____

_____

_____

_____

Follow-up: _____

_____

_____

WORK SITE INFORMATION SHEET

WORK SITE: _____

STUDENTS: _____

STAFF: _____

SUPPLIES: _____

_____

_____

_____

_____

TRANSPORTATION: _____

_____

WORK SITE PERSONNEL: _____

_____

SCHEDULE: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

77

EXAMPLE

WORK SITE INFORMATION SHEET

WORK SITE: HUMANA HOSPITAL UNIVERSITY--PHARMACY DEPARTMENT

STUDENTS: D. Willing and T. Able

STAFF: Tom Teacher

SUPPLIES: Badge for Teacher Volunteer
Badges for Student Volunteers
Automobile Parking Sticker for Staff Parking Lot (hangs on mirror in car)
Lunch money and TARC tickets or money
Work site notebook

TRANSPORTATION: Teacher auto or TARC #40 (Leave Tully 10:06--Arrive University 10:48)
(Leave University 12:45--Arrive Tully 1:15)

WORK SITE PERSONNEL: Donna Head, Director
Paul Put, Pharmacist

SCHEDULE:
10:10 Meet students in Tully office--Sign out (Adjust if taking TARC)
10:40 Arrive in University Employee parking lot (Hancock & Chestnut) Enter Emergency entrance, walk through hall and out of building
Cross Jackson St. to Ambulatory Car building. Enter lobby, elevator is on far right side. Take elevator down to Lower I Follow signs to Environmental Services: cross two underground service halls--Pharmacy will be on right.
10:55 Report to work
11:55 Put work away
12:00 Rest room
12:05 Cafeteria: D. Willing is completely independent.
T. Able needs assistance: He has chewing problem and orders soft foods (soup, ice cream, puddings, etc.)
12:35 Leave University
1:05 Arrive Tully (If taking TARC, arrive 1:15)

JEFFERSON COUNTY PUBLIC SCHOOLS

DURRETT EDUCATION CENTER
4409 Preston Highway
Louisville, Kentucky 40213
502-456-3011

SUPERINTENDENT
Donald W. Ingwerson
BOARD OF EDUCATION
CHAIRMAN
Rick Johnstone
VICE-CHAIRMAN
Michael W. Wooden
Laken Cosby, Jr.
Jim Hearn
John D. Heyburn
Sherry K. Jelsma
Robert J. Schmitt

COMMUNITY-BASED VOCATIONAL EDUCATION
EMPLOYER EVALUATION OF PROGRAM

		YES	NO
1.	Have we provided the training and supervision promised?	___	___
2.	Have we been prompt and dependable?	___	___
3.	Has the work we have performed met your quality standards?	___	___
4.	Have we worked within your organization without disrupting the regular work routine?	___	___
5.	Have school supervisory personnel shown respect for student workers and demonstrated positive ways of relating to them?	___	___
6.	Have school supervisory personnel worked well with your regular employees?	___	___
7.	Have we maintained sufficient lines of communication?	___	___
8.	May we use you as a reference in setting up other community training sites?	___	___
9.	Have you seen evidence of student growth (independence, attitude, comfort, ability to relate to others) over the course of the program?	___	___
10.	What do you like about this program?	___	___
	Comments: _____		
	_____		
	_____		
11.	How can we improve?	___	___
	Comments: _____		
	_____		
12.	Would you like to talk further?	___	___
	Comments: _____		
	_____		

SIGNATURE: _____

DATE: 69

JCPS

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

JEFFERSON COUNTY PUBLIC SCHOOLS

DURRETT EDUCATION CENTER
4409 Preston Highway
Louisville, Kentucky 40213
502-456-3011

SUPERINTENDENT
Donald W. Ingwerson
BOARD OF EDUCATION
CHAIRMAN
Rick Johnstone
VICE-CHAIRMAN
Michael W. Wooden
Laken Cosby, Jr.
Jim Hearn
John D. Heyburn
Sherry K. Jelsma
Robert J. Schmitt

COMMUNITY-BASED VOCATIONAL EDUCATION

EMPLOYER EVALUATION OF STUDENT

Student's Name_____ Date_____

Work Site_____ Address_____

The following skills have been performed in your business. Please rate performance.

SKILL	ACCEPTABLE	NEEDS IMPROVEMENT OR COMMENTS

Business_____

Work Supervisor_____

Phone_____

JCPS

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

SECTION VI

DATA COLLECTION

Task Descriptions

--Humana Hospital University: Dietary Department
Wrapping bread and rolls for patient trays

--Humana Hospital University: Pharmacy Department
Marking anesthesia narcotic kit accounting sheets
Cleaning patient medicine bins
Drug inventory
Disposing of outdated I.V. bags

--Ronald McDonald House
Cleaning toilet
Cleaning bathtub

Cleaning Schedule Explanation

--Schedule for Kentucky Flying Service Using Pictures (A through F)

--Upstairs:
Cleaning rest rooms
Emptying ashtrays and wastebaskets
Cleaning counters, furniture, window ledges
Dusting baseboards
Cleaning vending machines and display counters
Cleaning telephones
Wiping pictures
Vacuuming carpets
Wiping marks off walls
Cleaning stairs and entry

--Downstairs:
Cleaning rest rooms
Emptying ashtrays and wastebaskets
Cleaning counters, furniture, window ledges
Dusting baseboards
Cleaning vending machines and display counters
Cleaning telephones
Wiping pictures
Vacuuming carpets
Wiping marks off walls

Student Performance Log

Student Performance Log (Example)

DATA COLLECTION

In order to become familiar with the location of supplies, the order of steps within the job, and quality control, the teachers found it preferable to work the job and formulate the task analysis before taking the student to the work site. This allowed the teacher to record name of person to whom the student will be responsible and begin the Student Record of Performance form. Examples of various tasks are included in this section. Differences in specificity will be noted since the teacher would have one student in mind, and some students need the job broken into smaller steps than others.

TASK DESCRIPTION

SITE: HUMANA HOSPITAL UNIVERSITY: DIETARY DEPARTMENT

TASK: WRAPPING BREAD AND ROLLS FOR PATIENT TRAYS

1. Checks with Dietary Supervisor for number of items needed.
2. Washes hands.
3. Obtains supplies: rolls and different kinds of breads
   plastic wrap
   plastic gloves
   trays
   dishcloth
   apron
   hat.
4. Puts on apron, hat, plastic gloves.
5. Wipes off countertop work area.
6. Opens roll or bread wrapper.
7. Cuts plastic wrap to fit roll or bread.
8. Wraps individual roll or slice of bread, folding plastic wrap tightly around edges.
9. Stacks in completed tray.
10. Continues Steps 7 and 8 above until number needed is reached.
11. Double checks completed container to make sure all surfaces of the bread have been completely covered and plastic wrap is secured.
12. Returns extra supplies.
13. Notifies dietary supervisor of completed work.
14. Removes apron, hat, and plastic gloves and disposes of them properly.

TASK DESCRIPTION

SITE: HUMANA HOSPITAL UNIVERSITY: PHARMACY DEPARTMENT

TASK: MARKING ANESTHESIA NARCOTIC KIT ACCOUNTING SHEETS

1. Obtains supplies: folded sheets
   plastic bags
   labels
   rubber bands
   bank sheet of paper to organize numbers numerically for student (3700, 3701, 3702, etc.)
   BLACK pen.

2. Checks with pharmacy supervisor to obtain beginning number; writes Master sheet. (Teacher TASK)

3. Removes rubber band from stack of accounting sheets.

4. Writes beginning number in blank marked KIT No. (upper left corner).

5. Checks off number on Master sheet.

6. Places completed accounting sheet face down on side of work area.

7. Continues Steps 4, 5, and 6 above until Master sheet is completed.

8. Wraps designated number of completed sheets with two rubber bands.

9. Place completed stack into plastic bag and wraps with additional rubber band.

10. Places designated label on each bag.

11. Replaces supplies.

12. Notifies pharmacy supervisor of task completion.

TASK DESCRIPTION

SITE: HUMANA HOSPITAL UNIVERSITY: PHARMACY DEPARTMENT

TASK: CLEANING PATIENT MEDICINE BINS

1. Obtains supplies: paint thinner
   glass beaker
   rubber gloves
   4 x 4 gauze pads
   dish washing detergent
   clean paper cards
   clean towels rags.
2. Sets up supplies at sink outside the I.V. Room.
3. Gets stainless steel cart.
4. Locates patient medicine rolling cart in center section of Pharmacy.
5. Locates empty patient medicine bins on Patient Medicine Cart. (Count about 12 bins and place on stainless steel cart.)
6. Rolls cart to sink area.
7. Places bins on end on counter.
8. Fills glass beaker with 1/2 cup paint thinner.
9. Puts on rubber gloves.
10. Dips gauze pad into paint thinner; dabs residue from name tags to thoroughly soften.
11. Allows bin to sit "soaking" a few minutes.
12. Repeats Steps 10 and 11 above until all bins are "soaking."
13. Cleans sink and counter area to right of sink with soap and water.
14. Fills left section of sink with warm soapy water.
15. Picks up first medicine bin.
    - 15.1 Removes plastic divider and places it in water.
    - 15.2 Rubs sticky label residue with gauze until bin is clean.
    - 15.3 Places into soapy water.
    - 15.4 Rinses in warm running water on right side of sink.
    - 15.5 Sets clean towel on counter.
16. Repeats Step 15 above until all bins are clean.
17. Washes, rinses and drains all plastic dividers from left sink.
18. Dries bins and places them on stainless cart with front propped up on edge of cart.
19. Dries all plastic dividers and places one in each medicine bin. (Additional dividers are located in bottom drawer in center section of Pharmacy.)

20. Places clean paper card into slot on front of bin.

21. Replaces clean bins onto patient medicine rolling cart, wiping off each slot first.

22. Removes "full" patients bins and wipes out slot and returns, as time permits.

23. Replaces supplies.

TASK DESCRIPTION

SITE: HUMANA HOSPITAL UNIVERSITY: PHARMACY DEPARTMENT

TASK: DRUG INVENTORY

1. Obtains record book (Receiving Office is across the hall.)

2. Collects supplies: rubbing alcohol
   4 x 4 gauze pads
   waste can
   stainless steel cart
   self with drug boxes (shelves are removed from center stacks).

3. Takes drug boxes off shelf and places in same order onto cart. (alphabetical by generic drug name)

4. Cleans shelf with rubbing alcohol and gauze pad; replaces onto shelving.

5. Inventories each box of drugs.

   5.1 Empties box onto desk; cleans box with alcohol and pad.

   5.2 Checks expiration date.

      5.2.1 If within next 6 months, records name of medication on month page in record book; replaces into box.

      5.2.2 If beyond next 6 months, replaces in box, no recording.

      5.2.3 If present month or prior, places drugs on lower shelf of cart.

6. Continues each box in order as in Step 5 above.

7. Determines when boxes for one shelf are completed; returns to clean shelf on stacks; and does Step 3 above.

8. Works until end of work time:

   8.1 Returns supplies.

   8.2 Puts expired medication in large blue bin on cabinet next to automatic door.

TASK DESCRIPTION

SITE: HUMANA HOSPITAL UNIVERSITY: PHARMACY DEPARTMENT

TASK: DISPOSING OF OUTDATED I.V. BAGS

1. Checks I.V. Room sink to see if there are bags in need of disposal.
2. Collects supplies: scissors
   trash cans.
3. Opens each bag; pours fluid down drain.
4. Disposes of empty bags in trash can.
5. Continues until all out-dated bags are disposed of.
6. Returns supplies.

TASK DESCRIPTION

SITE: RONALD McDONALD HOUSE

TASK: CLEANING TOILET

1. Obtains supplies: cleaning agent
   toilet mop
   towel
   sponge
   rubber gloves
   10 quart bucket
   spray bottle.
2. Prepares cleaning agent in 10 quart bucket and spray bottle following directions for mixing with water.
3. Puts on gloves.
4. Flushs toilet and raises toilet seat.
5. Pours mixed cleaning solution into toilet.
6. Sprays mixed cleaning solution over outside surface of toilet.
7. Uses toilet mop and cleaning solution in 10 quart bucket to clean toilet rim of bowl and bowl.
8. Uses sponge and cleaning solution in 10 quart bucket (scrubber side of sponge) to scrub underside and top of toilet lid.
9. Rinses sponge.
10. Scrubs with sponge: top, sides, base of entire toilet.
11. Flushs toilet.
12. Rinses sponge, bucket, and toilet mop.
13. Returns supplies and stores properly.

TASK DESCRIPTION

SITE: RONALD McDONALD HOUSE

TASK: CLEANING BATHTUB

1. Obtains supplies: cleaning agent
   spray bottle
   rubber gloves
   sponge
   towel.

2. Puts on gloves.

3. Turns on cold faucet, dampens sponge, and turns off faucet.

4. Uses spray bottle containing pre-mixed cleaning solution to spray entire tub and wall surface.

5. Uses sponge to scrub all surfaces of walls, tub, and faucets.

6. Turns on cold water faucet, rinses sponge and all surfaces, rinses sponge again, and turns off faucet.

7. Removes excess water from faucets with damp sponge.

8. Uses towel to dry and shine faucets.

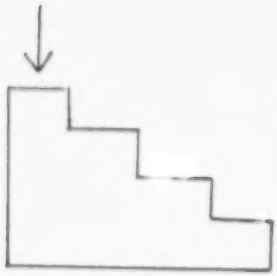
9. Collects supplies and stores properly.

CLEANING SCHEDULES

The following Cleaning Schedule was developed to post on the inside of the closet door at Kentucky Flying Service to assist the student in learning which supplies were needed for tasks and in which order the tasks were to be done on each floor. This student did not have functional reading ability but was able to follow the list by relating the pictures to the instruction.

UPSTAIRS

Clean Rest Rooms.



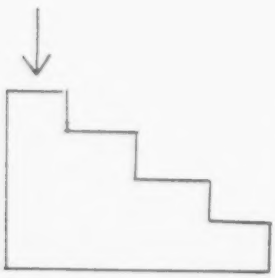
Jam Rest Room Door

Sweep Rest Rooms

Clean Toilets

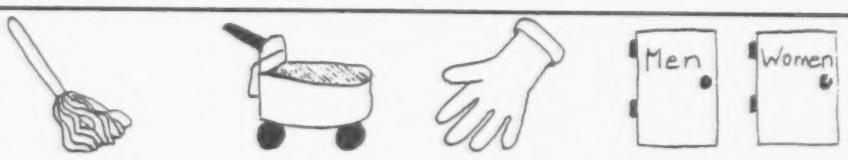
Clean Mirror

Clean Sink and Counter



Wipe Bathroom Stall Walls

Clean Drinking Fountain

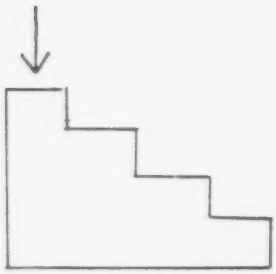


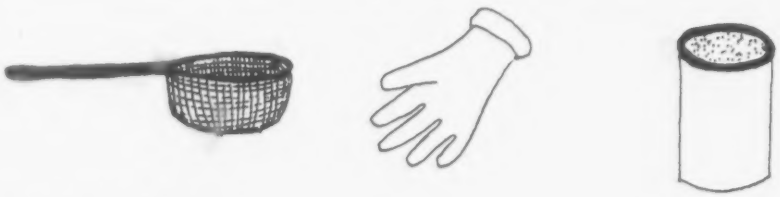
Wet Mop Floor

Hang Sign

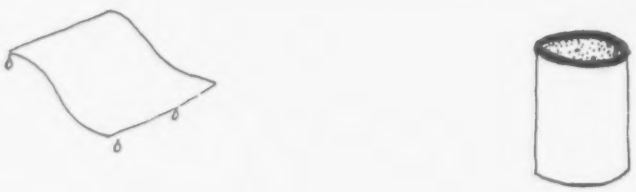
UPSTAIRS

Clean Ashtrays/Wastebaskets.

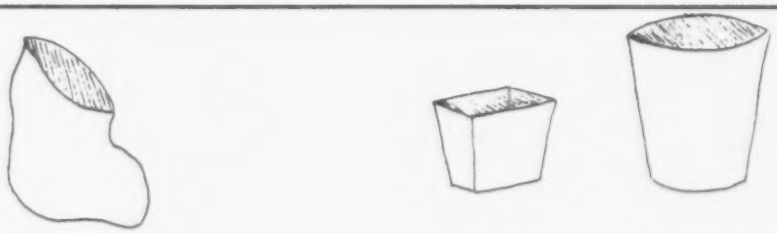




Empty Ashtrays



Wipe Out Ashtrays

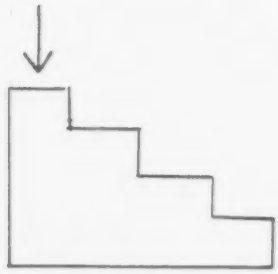


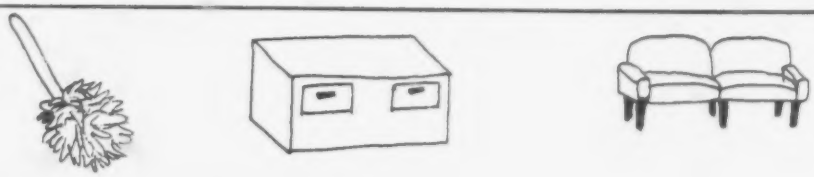
Empty Wastebaskets

Wipe Out Wastebaskets

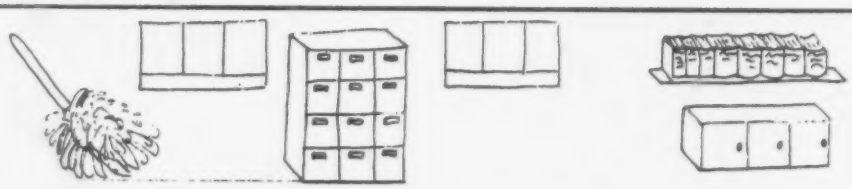
UPSTAIRS

Clean Counters, Furniture, Window Ledges;
Dust Baseboards; Clean Machines; Vacuum.

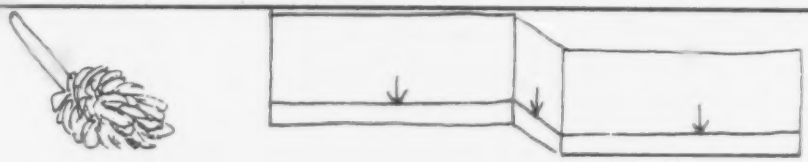




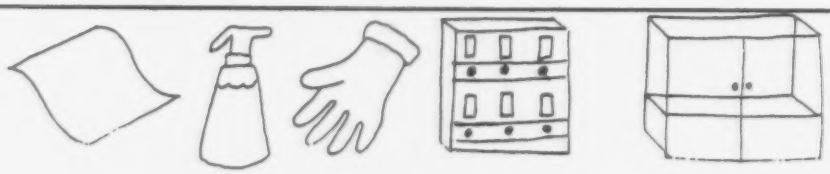
Dust Counters and Furniture



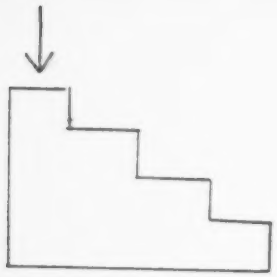
Dust Furniture and Windows



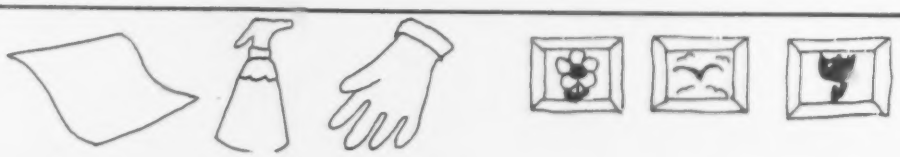
Dust Baseboards



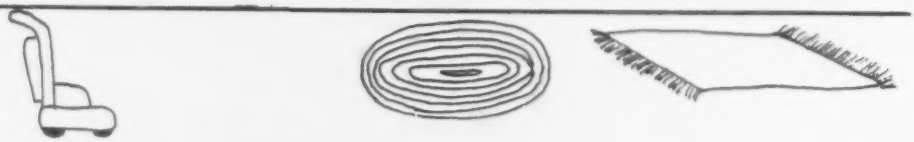
Clean Machines and Counters



Clean Phone



Wipe Pictures

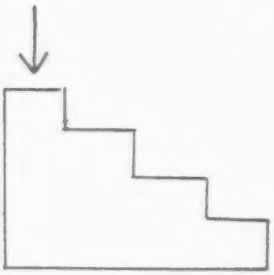


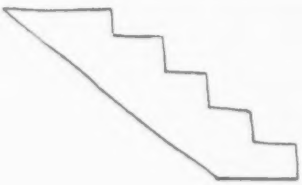
Vacuum Carpet

Wipe Marks Off Walls

UPSTAIRS

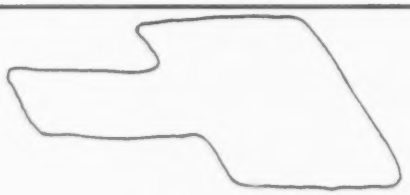
Clean Stairs.



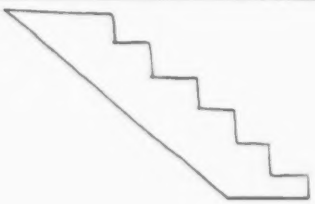


Sweep Stairs

Sweep Entry



Sweep Plastic

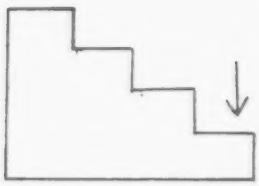


Wet Mop Stairs

Wet Mop Entry

DOWNSTAIRS

Clean Rest Rooms.

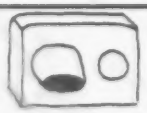


Jam Rest Room Door

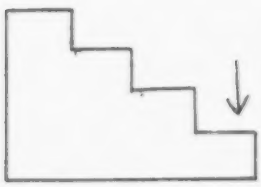
Sweep Rest Rooms

Clean Toilets

Clean Mirror

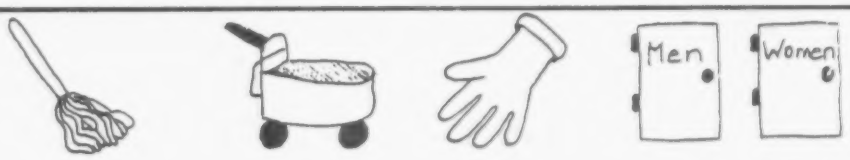


Clean Sink and Counter



Wipe Bathroom Stall Walls

Clean Drinking Fountain

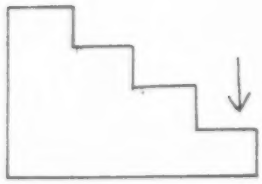


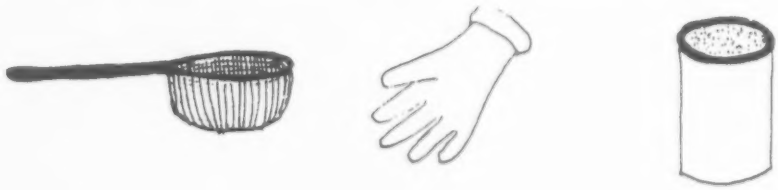
Wet Mop Floor

Hang Sign

DOWNSTAIRS

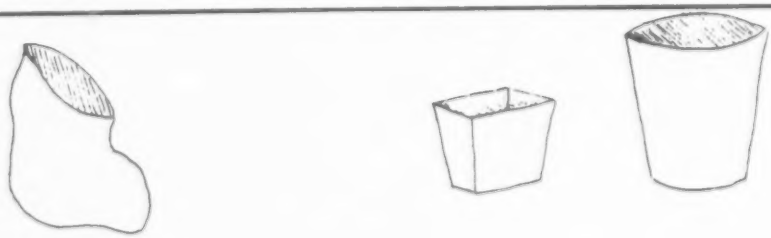
Clean Ashtrays/Wastebaskets.



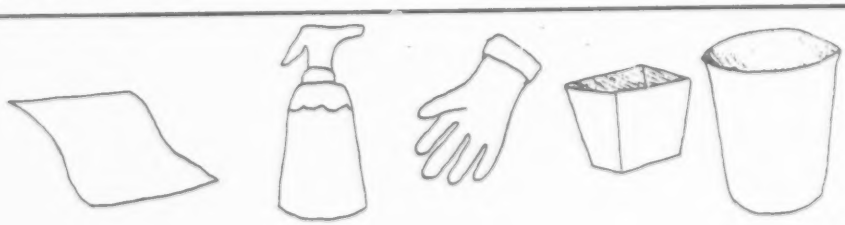


Empty Ashtrays

Wipe Out Ashtrays



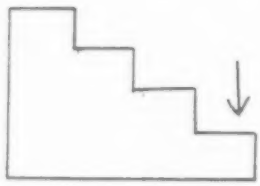
Empty Wastebaskets

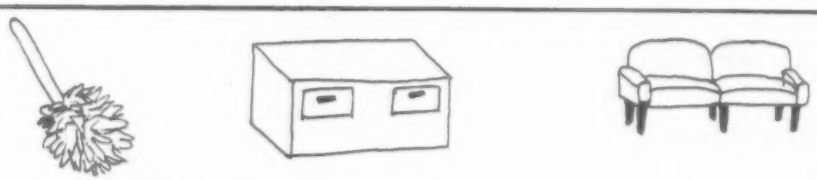


Wipe Out Wastebaskets

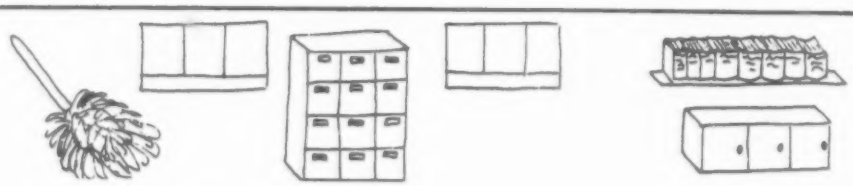
DOWNSTAIRS

Clean Counters, Furniture, Window Ledges;
Dust Baseboards; Clean Machines; Vacuum.

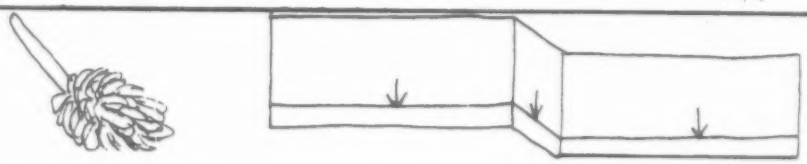




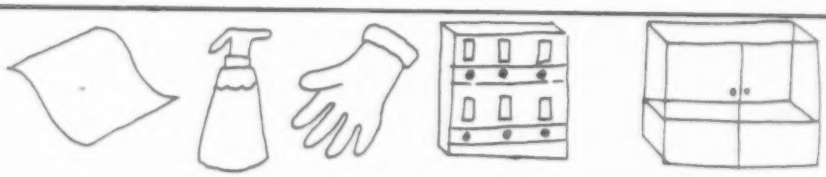
Dust Counters and Furniture



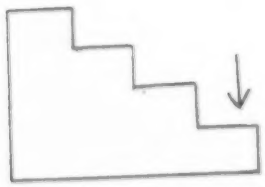
Dust Furniture and Windows



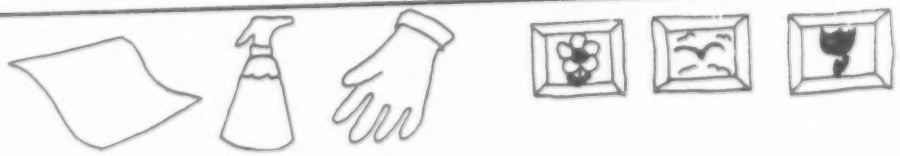
Dust Baseboards



Clean Machines and Counters

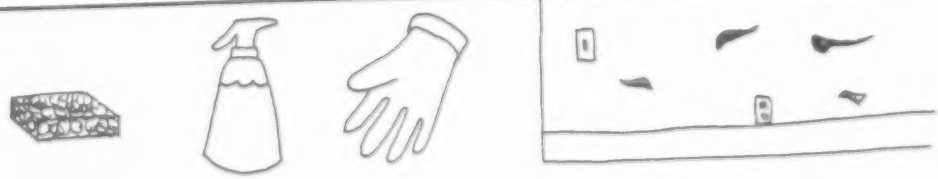


Clean Phone



Wipe Pictures

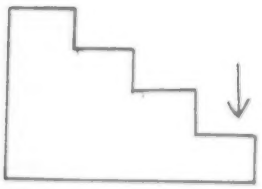
Vacuum Carpet

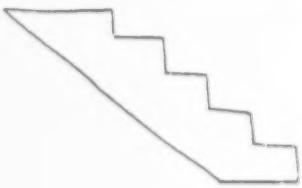


Wipe Marks Off Walls

DOWNSTAIRS

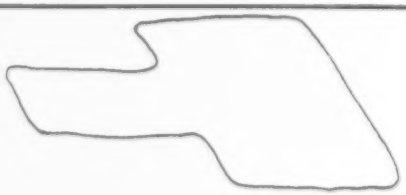
Clean Stairs.



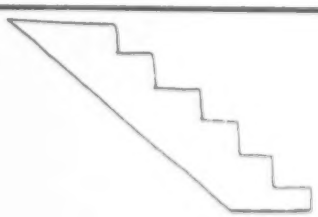


Sweep Stairs

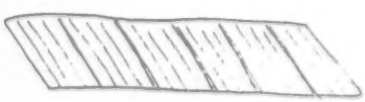
Sweep Entry



Sweep Plastic



Wet Mop Stairs



Wet Mop Entry

STUDENT PERFORMANCE LOG

NAME: _____

SUPERVISOR: _____

WORK SITE: _____

DESCRIPTION OF JOB: _____

_____

_____

_____

EXAMPLE

STUDENT PERFORMANCE LOG

NAME: Sam Strong

SUPERVISOR: Tom Teacher

WORK SITE: Seaton House Galleries and Interiors

DESCRIPTION OF JOB: Changing Vacuum Cleaner Bag

	9/24	10/1	10/8	10/15	10/22	10/29	11/6	11/13	11/20	11/27
1. Unsnap back of cloth bag.	+	+	+	+	+	+	+	+	+	+
2. Roll rubber ring off neck of paper bag inside coth bag.	-	-	-	-	with help	with help	with help	+	+	+
3. Carefully remove paper bag to avoid spilling dust.	-	-	-	-	-	-	-	-	+	+
4. Locate clean paper bag.	-	-	+	+	+	+	+	+	+	+
5. Carefully slide paper bag onto neck of vacuum tube.	-	-	-	-	with help	with help	with help	with help	+	+
6. Roll rubber ring onto paper bag.	-	-	-	-	-	-	-	-	-	-
7. Resnap outside of cloth bag.	+	+	+	+	+	+	+	+	+	+
8. Properly dispose of full paper bag.	+	+	+	+	+	+	+	+	+	+

APPENDIX

STORY BOARD FOR SLIDE PRESENTATIONS

Employer or Community Presentation

Teacher or Parent Inservice Presentation

COMMUNITY-BASED VOCATIONAL TRAINING PROJECT 1984-85
PRESENTATION FOR EMPLOYERS

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
1. Title	1. The COMMUNITY-BASED VOCATIONAL TRAINING PROJECT was initiated for the 1984-85 school year by the
2. School	2. staff of Roberta B. Tully School, a special education center in Jefferson County Public Schools, Louisville, KY. All of the students involved in the project were in special education classes for Trainable Mentally Handicapped, and, in addition to mental retardation, many of the students had additional handicapping conditions such as speech, vision, hearing, etc.
3. Outside church	3. St. Paul United Methodist Church was one of the beginning work stations in the community. Here, a small group of students, 3-4, were scheduled for training and travels together with a teacher and speech and vision therapists to do on-the-job training.
4. Girl getting out supplies	4. At the church, they were setting tables for a Wednesday evening dinner . . . from 80 to 150 places each week.
5. Girl setting tables	5. Students learned to get out all of the supplies they needed (place-mats, silverware, salt, pepper, sugar bowls) and properly place them on tables. In other locations, such as Banquet Table, students were rolling silverware in napkins, a task that was needed each day.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
6. Three students outside Ronald McDonald House	6. At Ronald McDonald House, by coordinating work areas, one group of students learned sanitation methods under the direction of the Building Maintenance teacher and teacher assistant, while another group worked with the work experience coordinator and speech and vision therapists.
7. Boy cleaning window	7. Students cleaned 4 telephone booths,
8. & 9. 8. Girl adjusting shower curtain 9. Boy cleaning bathtub	8. & 9. ...11 rest rooms,
10. Girl sweeping	10. ...lobby and hall areas,
11. & 12. 11. Boy at stove 12. Boy wiping chair	11. & 12. ...and 5 kitchen areas.
13. Boy at TARC sign (public bus)	13. In order to get to work, several community functioning skills are also necessary--locating the correct TARC stop (public bus);
14. Students on TARC bus	14. using money, time skills, and proper social skills, to ride the public bus;
15. Teacher, 3 students crossing street	15. and pedestrian skills to cross streets.
16. Outside building--Seaton House Galleries and Interiors	16. Because Seaton House Galleries and Interiors was close to Tully School, students were able to practice pedestrian skills.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
17. Girl vacuuming	17. Vacuuming and dusting skills were learned, including learning to be very, very careful around fragile items.
18. Parent, girl, and employer	18. Parents were invited to visit each work site to see the jobs the student was learning and to begin building close relationships with the work supervisor. This encouraged the parent to assist the student in practicing skills learned at home.
19. Outside building--A Package Deal	19. In the Bowman Field area, near a regional airport, we had students working in several different businesses located close together.
20. Boy adjusting cords	20. A Package Deal, a packing and shipping company, and Helicoptors, Inc. were begun first. Other businesses noticed how well the students were doing, and
21. Boy vacuuming in lobby	21. asked that we expand to do their offices, too.
22. Two boys emptying trash can in lobby	22. The students vacuumed, emptied ashtrays, washed windows,
23. Two boys cleaning vacuum outside	23. took out trash, and cleaned vacuum cleaners.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
24. Two boys outside Kentucky Flying Service	24. By mid year, the students were able to work at a faster pace and our jobs expanded to Adler Insurance Company, Guild Adjustment Company offices, and a request from the fifth company located nearby in this hanger. This gave the students the opportunity to lengthen their training day and move from one work location to another.
25. One boy emptying wastecan in office	25. In Kentucky Flying Service, they cleaned lobbies, rest rooms, and office areas on two floors.
26. Boy and girl labeling first-aid supplies	26. At Humana Hospital Audubon, students worked in the Cart Exchange Room, Materials Management Section. They labeled first-aid supplies for carts which were used on the patient floors.
27. Supervisor and girl labeling	27. Twice a day these carts were brought to the Cart Exchange Room and refilled.
28. Supervisor and boy in front of stock shelves	28. Students learned to stock shelves after the supplies were labeled and also learned to build a very good working relationship with the other workers in the department.
29. Three students in front of Humana Hospital University sign	29. At Humana Hospital University, a group of Fast Foods students worked with two Fast Foods instructors and speech therapist on two different days.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
30. Boy pushing elevator button	30. Students learned to operate the elevator and locate their work area in a huge hospital complex.
31. Boy getting towels	31. Their jobs were to locate cleaning supplies;
32. Girl wrapping rolls	32. wrap rolls,
33. Boy wrapping bread	33. and breads for patient trays;
34. Girl wiping counter	34. clean counters when job was finished; and
35. Girl at tray conveyor belt	35. remove paper and silverware from trays on the tray conveyor belt leading to the dishwasher.
36. Teacher, supervisor, student	36. Teachers, students, and supervisors worked closely together to coordinate learning, and when students and staff were more comfortable in their working relationship, students were assigned to other workers in the business for work supervision.
37. Pharmacy supervisor and boy at file box	37. In the Pharmacy Department, also at Humana Hospital University, a pharmacist and student fold medicine record sheets for a patient file box,
38. Boy in front of medicine bins	38. check medicines for expiration dates and record them on monthly sheets,

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
39. Boy at desk with papers	39. and put drug record sheets in numerical order for filing.
40. Student moving chair	40 During the year, 14 Louisville businesses were involved in the Community-Based Vocational Training Project. Twenty-five students between the ages of 15 and 21 learned many new skills. The business community was extremely excited about continuing this project.
41. Girl labeling	41. Teachers gained great insight into business procedures and teaching skills in the setting in which the procedures and skills will be used,
42. Boy vacuuming	42. and students gained much maturity and confidence.
43. Supervisor and boy in dietary department	43. Through thes Community-Based Vocational Training Project, students will be better prepared to make the transition from school to work after graduation.

T H E E N D

The Community-Based Vocational Training Project was supported by funds from Research and Development, Vocational Education Department, Kentucky Department of Education, Frankfort, Kentucky, and Jefferson County Public Schools, Louisville, Kentucky.

COMMUNITY-BASED VOCATIONAL TRAINING PROJECT 1984-85
PRESENTATION FOR INSERVICE

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
1. Title	1. The COMMUNITY-BASED VOCATIONAL TRAINING PROJECT was initiated for the 1984-85 school year by the staff of
2. School	2. Roberta B. Tully School, a special education center in Jefferson County Public Schools, Louisville, Kentucky. All of the students involved in the project were in special education classes for Trainable Mentally Handicapped, and in addition to mental retardation, many of the students had additional handicapping conditions such as speech, vision, and hearing problems.
3. Outside church	3. St. Paul United Methodist Church is an example of a beginning work station in the community. Here, a small group of students, 3-4, is scheduled for training and travels together with a teacher and speech or vision therapist to do on-the-job training.
4. Getting out supplies--girls	4. At the church, they learned to locate supplies (salt, pepper, sugar bowls) to set tables, and
5. Girl getting out silverware from drawers	5. silverware, etc. from various parts of the kitchen and store room.
6. Girl adjusting place mat	6. Each Wednesday, they set from 80 to 150 places for a church dinner.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
7. View of long table--girl	7. Students learned to place
8. Girl putting silverware on mat, (teacher and another student in background)	8. items properly on place mats, and
9. Positioning items on table--girl	9. position salt, pepper, and sugar containers between each group of 4 place mats.
10. Vision therapist and blind student	10. A vision therapist assisted the teacher in learning to work with a blind student.
11. Teacher with blind student	11. Once methods were established, the teacher was able to assume part of the teaching task which allowed the student to work under another supervisor.
12. Waitress serving student drink	12. Part of each work station is learning how to take a break. Twig & Leaf Restaurant was across the street from St. Paul and also right at the TARC stop where students catch the bus back to school.
13. Girl stirring hot chocolate	13. Once ordering skills and student preference was known, students ordered what they wanted. Parents provided break-time money.
14. Girl drinking Coke™	14. Some students needed a great deal of assistance in learning break-time skills.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
15. Girl counting change	15. All of the students needed assistance in learning the relationship between
16. Blind girl paying at counter	16. ordering and paying for items and between ordering and having enough money
17. Two girls paying cashier	17. And the necessity to pay for the item ordered.
18. Boy and girl rolling silverware	18. When difficult steps of tasks were noted at work, the same items were obtained for practice at school. In another work station, Banquet Table, students were rolling silverware in napkins. This was a task we could practice at school. This is called "concurrent teaching" and must include the actual items in order for the student to make the transfer of learning to the work setting.
19. Three students outside Ronald McDonald House	19. At Ronald McDonald House, by coordinating work and travel schedules, one group of students learned sanitation methods under the direction of the Building Maintenance teacher and teacher assistant,
20. Boy at stove	20. while another group was supervised by the Work Experience coordinator and speech and vision therapists.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
21. Boy at sink	21. This allowed some students to learn parts of jobs such as cleaning a stove (this boy is non-verbal)
22. Boy wiping chair	22. or wiping off counters and chairs. Together, students could clean the kitchen with assistance from instructors. (This boy is deaf and blind.)
23. Boy cleaning telephone room window	23. In addition to the five kitchen areas, students cleaned four telephone booths,
24. Girl getting equipment from storage	24. got out their own supplies, and stored them when finished.
25. Girl sweeping in lobby	25. The students also cleaned the lobby and
26. Girl using mop and wringer bucket	26. hall areas,
27. Girl in bathroom adjusting shower curtain	27. and sanitized
28. Girl cleaning sink	28. eleven rest rooms.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
29. Boy cleaning bathtub	29. With this quantity of jobs, the students first learned one assigned task and moved from place to place doing the same job and then learned how to complete the whole job. This allowed a student practice in chaining several skills together to complete the task.
30. Boy walking down steps	30. In many locations, work sites gave the opportunity for students to practice needed personal skills, such as walking down steps using alternating feet.
31. Boy in front of TARC sign downtown	31. In order to get back and forth to work, several community functioning skills were also necessary...locating the correct corner to catch TARC (the public bus);
32. Boy pointing to Route 40 downtown	32. reading the sign to see if the right route will stop at this corner;
33. Students on TARC	33. using money, time, and proper social skills to ride the public bus;
34. Students and speech therapist crossing street	34. and pedestrian skills to cross streets.
35. Outside Seaton House Galleries and Interiors	35. Seaton House Galleries and Interiors is close to Tully School which allows pedestrian skills to be taught while walking on a street with no sidewalks.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
36. Girl vacuuming	36. Vacuuming and dusting skills were learned,
37. Girl vacuuming by steps	37. as well as, learning to be very, very careful around fragile items.
38. Parent, girl, and employer	38. Parents were invited to visit each work site to see the jobs the student was learning and begin building close relationships with the work supervisor. This encouraged the parent to assist the student in practicing skills learned at home.
39. Outside red brick building--A Package Deal, Helicoptors, Inc., Adler Insurance Company, Guild Adjustment Company	39. In the Bowman Field area, near a regional airport, we had students working in several different businesses located close together.
40. Employer with boy emptying box	40. A Package Deal, a packing and shipping company, and Helicopters, Inc. were begun first.
41. Boy adjusting vacuum cords	41. Other businesses noticed how well the students were doing, and
42. Boy vacuuming under packing table	42. asked that we expand to do their offices, too. Students learned a variety of cleaning tasks: vacuuming,

STORYBOARD FOR SLIDE PRESENTATION

	SLIDE		SCRIPT
43.	Boy emptying ashtray	43.	emptying floor ashtrays (some metal, some with sand),
44.	Boy vacuuming in lobby	44.	vacuuming in open lobby areas,
45.	Boy vacuuming under chair	45.	and under furniture in smaller offices,
46.	Boy moving chair in lobby	46.	moving furniture when needed,
47.	Two boys with large trash container	47.	emptying small and large trash containers, and
48.	Two boys outside with trash, vacuum	48.	taking out trash, and emptying vacuum cleaners.
49.	Two boys outside blue and white building--Kentucky Flying Service	49.	By mid year, the students were working at a faster pace and expanded to Adler Insurance Company, Guild Adjustment Company, and had a request from the fifth company, Kentucky Flying Service, located nearby in this hanger. This gave the students the opportunity to lengthen their training day and move from one work location to another.
50.	Boy sweeping with broom	50.	The jobs were similar which gave practice in transferring skills from one location to another.
51.	Boy emptying wastecan in office area	51.	In Kentucky Flying Service, students cleaned lobbies, rest rooms,
52.	Boy picking up trash in lobby	52.	and offices on two floors.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
53. Signs on closet door	53. In order to remember tasks, supplies, and the order in which to work, picture directions were posted inside the supply closet door. This enabled the three students who could not read to relate pictures with actions.
54. Boy and girl labeling at Humana Hospital Audubon	54. At Humana Hospital Audubon, students worked in the Cart Exchange Room, Materials Management Section. They labeled first-aid
55. Girl labeling large gauze pads	55. supplies for carts which were used on the patient floors.
56. Girl putting gauze pad in box	56. Twice a day these carts were brought
57. Boy at stainless cart labeling	57. to the Cart Exchange Room and refilled. So, there was always a need for many supplies to be labeled.
58. Supervisor and student	58. Supervisors at the hospital worked closely with the students.
59. Boy moving finished box to stock shelf	59. Students learned to stock shelves after the
60. Girl stocking shelves	60. supplies were labeled.

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
61. Boy and supervisor	61. And also learned to build a very good working relationship with the other workers in the department.
62. Work crew from hospital with students	62. All three students from this crew were asked to continue through the summer.
63. Teacher, two students in front of Humana sign	63. At Humana Hospital University, a group of students worked with two Fast Foods teachers and a speech therapist
64. Three students in front of Humana sign	64. to cover the work station on two different days.
65. Boy pushing elevator button	65. Students learned to operate the elevator and locate their work area in a huge hospital complex.
66. Student wrapping bread in plastic wrap	66. Their jobs included wrapping
67. Student and teacher wrapping bread	67. bread, with assistance,
68. Girl wrapping rolls	68. wrapping rolls in plastic wrap,
69. Boy and supervisor at bread table	69. and telling supervisors when the job was completed.
70. Boy getting clean towels	70. They learned to locate supplies that were needed

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
71. Girl wiping counter	71. and recognize when tasks needed to be done, e.g., wipe up bread crumbs when wrapping job is done.
72. Girl and worker at tray conveyor belt	72. Other jobs seemed endless as students learned to assist on the tray assembly line getting trays ready for the dishwasher.
73. Girl sorting silverware	73. Students sorted silverware and
74. Girl removing paper	74. removed paper as trays moved quickly past.
75. Boy and supervisor putting placemats on trays	75. Then, on the clean side of the dishwasher, students placed a paper mat on each clean, patient tray.
76. Boy, supervisor, and teacher	76. Teachers, students, and supervisors worked closely together to coordinate learning, and when students and staff were more comfortable in their working relationships, students were assigned to other workers for work supervision.
77. Pharmacy Assistant Director at desk	77. In the Pharmacy Department, also at Humana Hospital University, a pharmacist
78. Boy at medicine bins	78. assisted the student in learning more technical skills, such as, date checking medicines and recording dates on a month-by-month chart, emptying IV outdated bags, cleaning patient bins,

STORYBOARD FOR SLIDE PRESENTATION

SLIDE	SCRIPT
79. Boy and supervisor at file box	79. folding drug record charts, and putting them in numerical order.
80. Boy putting sheets in order	80. During the year, 14 Louisville businesses were involved in the COMMUNITY-BASED VOCATIONAL TRAINING PROJECT with Roberta B. Tully School. Twenty-five students between the ages of 15 and 21 learned many new skills. The business community was extremely excited about continuing this project next year. Teachers gained great insight into business procedures and in teaching skills in the settings in which the procedures and skills will be used, and students gained much maturity and confidence. Through this COMMUNITY-BASED VOCATIONAL TRAINING PROJECT, students will be better prepared to make the transition from school to work after graduation.

T H E E N D

The Community-Based Vocational Training Project was supported by funds from Research and Development, Vocational Education Department, Kentucky State Department of Education, Frankfort, Kentucky and Jefferson County Public Schools, Louisville, Kentucky.